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ABSTRACT

This manual was developed as one outcome of a 2-year experimental project conducted in 53 school districts in Indiana (1990-92). The manual was designed to be a resource to schools interested in operating a successful "Students' Own Bookshop" program to encourage development of literacy and leadership among the students of their school. The overview section of the manual presents background information and rationales for the program. Designed for Bookshop students and advisors, the management section provides a quick resource to tested ideas for conducting specific elements of the program, such as budget and finance, inventory, personnel and facilities, marketing, and publicity. The appendix section includes a short article on computers and a sample initial inventory. The Network News section includes a brief guideline for reports to the "Network News" newsletter, which shares new ideas, questions, and resources that extend information started in the manual. (RS)

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MANUAL
OF
IDEAS AND PROCEDURES
FOR

MIDDLE GRADE STUDENT PAPERBACK BOOKSHOP PROGRAM

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COORDINATED BY
INDIANA STATE UNIVERSITY
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STUDENT BOOKSHOP NETWORK

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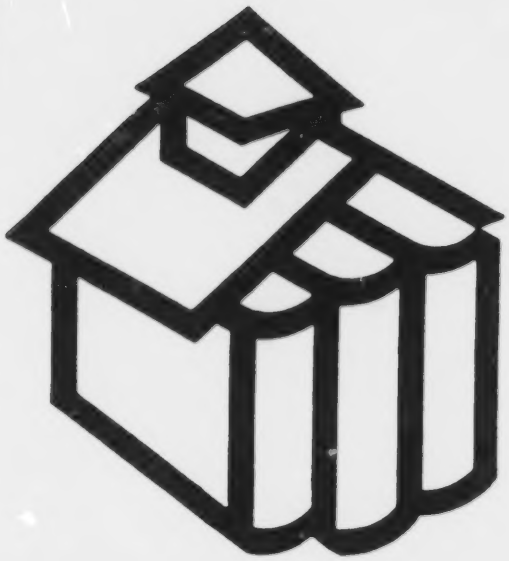
STUDENTS' OWN BOOKSHOP

A PROGRAM TO ENHANCE MIDDLE GRADES READING AND LEADERSHIP THROUGH STUDENT MANAGED PAPERBACK BOOKSHOP OPERATION



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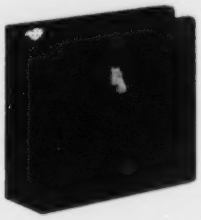
ORGANIZATION OF THIS MANUAL

This manual was designed to be a resource to schools interested in operating a successful Students' Own Bookshop program to encourage development of literacy and leadership among the students of their school.

Overview Section. To quickly understand the background and rationales of the program it will be helpful to read the Overview section. To initiate a new Students' Own Bookshop it will be helpful for planners to read the entire manual early in their planning. This section contains a reprint of an article on the Bookshop project appearing in February 1992 issue of THE READING TEACHER, a journal of the International Reading Association. Information regarding the ISU Bookshop Network is also in the Overview Section.

Management Section. The Manual provides a quick resource to tested ideas for conducting specific elements of the Bookshop, so it may be helpful to encourage Bookshop leaders to repeatedly refer to those sections which are particularly relevant to their primary assignments. The Management section is designed for Bookshop students and advisors. As a Bookshop gains experience it may want to modify parts of this section to suit their own procedures and materials.

Appendix Section. The Students' Own Bookshop program is a dynamic, continually changing activity. This section has some samples, clip art, and a brief article on computers. It also has the acknowledgement notes of appreciation. Active Bookshops may want to add to this section with samples of their personalized forms, clip art for the Publicity Committee, etc.



Network News Section. This section has a brief guideline for reports to the *Network News* Newsletter. The remaining space is for adding copies of the *Network News* as members receive them. Each issue of *Network News* shares new ideas, questions, and resources that extend information started in the manual. Sharing depends heavily upon members submitting regular reports of their experiences and every member Bookshop is urged to appoint *Network News* reporters. There will seldom be extra copies of *Network News*, so keeping copies here is suggested.

WHAT IS A STUDENTS' OWN BOOKSHOP?

If you combine the best ideas of a school book fair, a Junior Achievement club, and a Boy Scout troop, you would approach the concept of the Students' Own Bookshop. Student volunteers provide the activities and resources for popular, convenient, and affordable book sales. Adult volunteers guide students to awareness and wise use of available resources, but students actually manage a paperback book mini-business at school with the clear goal of increasing personal reading among their peers. Because each Bookshop is unique to its own setting and personnel, each Bookshop will select a specific characteristic appearance of its own. This Manual and the available Network membership is designed to help provide effective options from which to select. The common goal of every Students' Own Bookshop is to encourage more personal reading among middle grade students. National research confirms the importance of that goal, and a two year experimental grant project demonstrated that the Bookshop plan has great potential in accomplishing that goal. See more details on this experiment elsewhere in this Manual.

MIDDLE GRADES SEEM BEST SUITED FOR STUDENT BOOKSHOPS

Our experience confirms that most students of grade five to nine usually have the ability and may have the desire to manage their own Bookshops. Without much proof, we suspect that the student managed Bookshop plan may not be as effective for younger nor older students. When we tried it with high school students, it was not encouraging. We did not test a primary age group. Grades 5 through 9 were most successful, and that was our target group of priority need (based upon national research)

STUDENT LEADERSHIP IS VITAL TO MEANINGFUL RESULTS

The major reason to insist upon young adolescent student leadership of the Bookshop is the established power of their peer influence and insight. For example, when we compared book orders of students with those of adults there was as much as 80% difference in what was ordered by the Bookshops, and even more difference in what was selected by the student customers. Knowing more is not always knowing best when guiding young teens.

FUNDING IS NOT A MAJOR HURDLE

We found that it is not a serious challenge to obtain needed funding to begin a Bookshop. We were fortunate to obtain handsome funding from a Lilly Endowment grant, but we also guided several non-profit sites to success with far less funding. For example, with less than $1,000 that was easily solicited from local donations, we saw sixth graders lead their Bookshop to nearly 300 sales per month.

QUALITY DISTRIBUTORS ARE IMPORTANT

Because we found good distributors who offer over 40% discounts, we know that any Bookshop can offer 30% customer discounts and operate indefinitely. An obvious advantage of the Bookshop is the fact that there are virtually no overhead expenses.

QUALITY ADULT ADVISORS ARE A VITAL KEY

If there is one vital key in the success of the students' own Bookshop operation, it is surely the skill and enthusiasm of the adult volunteer advisors. In most successful activities with young adolescents, the adult role is not always the sole reason, but can easily be the major reason that the students grow successfully. Being a good "guide on the side" is no simple task. The successful Bookshop advisor usually requires the assistance of at least one adult co-worker. It should go without saying that the support of school administration, particularly the school principal, is crucial to any school program success.

VIRTUALLY EVERY PROBLEM HAS A RESOLUTION

Because the Bookshop can operate with either portable or permanent shelving, school space is not a major hurdle. Because each Bookshop sets its own pace, scheduling is what each Bookshop wants it to be. Because every Bookshop determines its own goals, the amount of activity within the Bookshop is what it chooses. The basic idea is to start small with quality and let the quality guide the growth. It is particularly comforting to recognize that the recommendations mentioned throughout this manual were demonstrated by at least one active Bookshop site. It is essential that every Bookshop be flexible in meeting its own needs and determined to be successful through honest effort and continual self-analysis.

SELECTIVE RECRUITING AND ORIENTATION IS RECOMMENDED

Because early adolescent students yearn for personal opportunities to test their skills in the real business world, it is not difficult to recruit student volunteers; but that is not to say that every recruit will be good volunteer without orientation and guidance. It is important that the selection to the student Bookshop leadership team be deemed an honor and an opportunity for personal enrichment. In exchange, we found that most successful Bookshop student leaders tended to increase their values of literacy, academic, and social skills. They should also have fun and receive some recognition for their growth.

EXPERIENCE HAS PROVIDED PROOF OF PROGRAM POTENTIALS

Because our two-year experimentation with 64 middle grade schools in the lowest economic communities of Indiana proved that the Bookshop impact upon student literacy and leadership could be significantly successful, it is a program worth some effort. Not every project Bookshop was a blazing success despite special project supports, but we learned from the disappointments as well. Some Student Bookshops in our two year experiment increased reading over six times in a matter of months. We have no idea yet when their growth will begin to settle at a new, higher level.

THIS MANUAL SHARES SUCCESSFUL IDEAS AND CAUTIONS OF EXPERIENCE

There was no single, magic formula for all Bookshops! Much hinged upon specific circumstances of each school, and quite frankly quality student leadership almost always followed quality adult leadership and support. However, there were common ingredients of success that applied to every Bookshop. This manual offers a variety of ideas that have been successful for more than one Bookshop, but no Bookshop used them all and some good ideas did not work every place. We also found some ideas that did not work any place, which also earned them a place in this manual.

BOOKSHOP NETWORK SERVICE IS AVAILABLE BY SUBSCRIPTION

Because many of the project sites suggested it, and because others requested it, we have organized a simple, non-profit Bookshop network. The sole purpose is to provide and maintain the mutual support and sharing of ideas or resources between active Bookshops. Lilly Endowment Inc. allowed some initial communication funds and Indiana State University donated services to process the small accounts of the Network, but this network is basically funded by network memberships open to anyone. An application for annual membership in the Students' Own Bookshop Network is included in this section of the manual.

NETWORKING SHARES RESOURCES AND SUPPORT

We discovered from our two year experimental project that when Bookshop leaders reread and shared their project manual and newsletters, they consistently found new meaning in previously ignored statements. Getting off to a good beginning with a super grand opening, marketing to avoid serious customer slumps, and learning to

breathe fresh air into inevitable sales slumps were among the shared ideas that helped each Bookshop reach success. We learned that problems facing one Bookshop was likely to have been faced and corrected by another Bookshop. It is no secret that good communication is a major element in success with both business and personal ventures. This manual will offer considerable help to any Bookshop during the first two or three years of operation. Participation in the Network can help any Bookshop at any stage of development. ISU Bookshop Network membership provides special distributor association, periodic news letters to share successes and helpful ideas, special resources and opportunities that come with alliance buying, and the legal right to use special Bookshop materials. This Network is intended for middle grades schools with active Bookshop programs (regular members), but individuals may also join the Network as Associate Members.

THE STUDENTS' OWN BOOKSHOPS FOCUS ON LITERACY AND LEADERSHIP

One final word for this introduction to the Bookshop plan is the recommendation that the Bookshop goal should always be focused upon what is learned by leaders and customers, NOT upon financial profits. Because the Bookshop has virtually no over-head expenses, net profit needs only to represent a perpetual budget. Actually, the Bookshop can endure and grow forever, even if it goes a bit in the red at times (explained more fully later). The Bookshop should be focused upon improving learning, leadership, and literacy. When the Bookshop experiences seem discouraging, they should be re-analyzed and changed. Change marketing, location, decoration, publicity, inventory, schedules, organization, or personnel, but do not change the primary goal of encouraging reading. As you create and recreate your own Bookshop, reread this manual for options that may have been passed over previously. We know that the plan will work for those who will work the plan.

HISTORY OF THE STUDENT BOOKSHOP CONCEPT

School Bookshop is not a new idea. Although led by adults instead of students, England has over 8,000 paper-back School Bookshops and a non-profit national network that reportedly stemmed from the original efforts of Professor Peter Kennerly in 1967. A few efforts have been made to initiate adult-led School Bookshops in the United States, but they have not resulted in the growth seen in England.

CLEAR NATIONAL NEED FOR MIDDLE GRADES LITERACY IMPROVEMENT

U.S. National Assessments have repeatedly pointed out the vital concern of middle grade literacy showing a lack of continually growing literacy skills observed among most children completing elementary school. Some educators considered the Student Bookshop concept as one potential solution. The 1990-92 experimental project funded by Lilly Endowment verified that potential.

THE POWERS OF ADOLESCENT PEER INFLUENCE OFFER SPECIAL HELP

Middle grade children tend to place great value upon peer influence, suggesting that student-led efforts may have greater impact than efforts overtly led by adults. American young adolescents express great interest in opportunities to develop and test their business prowess. The nation places great value on school curriculum being in tune with the real world of socio-economic needs, particularly at the age when students begin to sense the approaching realities of their personal involvement in those needs.

1990-92 INDIANA EXPERIMENT TESTED THE TOUGHEST CIRCUMSTANCES

Melding these observations and needs resulted in the two-year Indiana experiment with student operated paperback Bookshops funded by Lilly Endowment Inc. through sponsorship of Indiana State University at Terre Haute, Indiana. The final design and direction of the 1990-92 experiment was the creation of former junior high and elementary principal, Dr. Loran Braught, who is a professor at that university.

As national and Indiana data reflected particularly discouraging literacy progress among students at low-income schools, the experiment was focused on the 53 Indiana school districts with the highest percent and highest numbers of children on free or reduced school lunches (based upon family economic need).

Although the target was middle grade literacy and the design was aimed at middle grade student leadership, the participating schools represented a very broad range of student configurations. Large and small student populations, rural and metropolitan communities, 12 different constructs of building grade levels (ranged from grade 7 only to K-12 buildings), and a wide range of initial reactions to the new program among the selected schools were involved. It would be unlikely that anyone would face local criteria that was not represented some place within the Indiana experimental project.

PIONEER STUDENT BOOKSHOPS QUIETLY LAID THE GROWING PATH

As the project earned some early attention and evidence of successes, educators from schools not in the project began to seek assistance in creating a student operated paperback Bookshop with their own available resources. A few project Bookshops guided other schools in their area in opening new bookshops and even sub-contracted their ample revolving grant resources in support of their "satellites".

THE INTERNATIONAL READING ASSOCIATION TOLD THE WORLD

Most of the project schools continued their bookshop program after the project ended, but also desired a continuing interaction with other Bookshops. Simultaneously, the International Reading Association featured the exciting experiences of the school bookshop project in their February 1992 issue of THE READING TEACHER. The I.R.A. also featured the Student Bookshop Project at their May 1992 Conference (presented by a team with 6 student leaders from the Anderson, IN Middle School BUC'S BOOKSHOP).

FALL 1992 BIRTH OF THE STUDENT BOOKSHOP NETWORK

Exposure to the Student Bookshop concept and project results stimulated immediate inquiry from throughout the nation and clearly added impetus to initiate an ongoing plan of the new Students' Own Bookshop Network. As the grant project period came to an end, most project Bookshops and over 150 inquiries from around the nation and Canada formed the roster for the new network. Lilly Endowment assured the timely initiation of the network by allowing some remaining grant funds to be transferred into the new network agency accounts. The ISU Bookshop Network is now an entirely non-profit service network supported by volunteer subscriptions and various gratis services of Indiana State University School of Education. There is no Bookshop staff and no Bookshop office, except in a corner of Dr. Braught's faculty office and some file space at his home. The true center of the Bookshop program remains with the leaders at the many student operated paperback bookshops - now growing throughout this continent.

BOOKSHOP GOALS AND OUTCOMES

Enriching student literacy and enhancing student leadership skills are the interrelated goals of the Students' Own Bookshop.

During the two-year project experiment, it was rather difficult to convince some Bookshop leaders that the Bookshop did not need to make appreciable net profits to be successful in reaching these goals. Unlike a commercial book store, the Bookshop has virtually no over-head expenses! We found that with approximately 5% net profit, all management needs were easily met and their bookshop could succeed indefinitely. Also, we found that excessive savings or profits were a pride of the seriously faltering Bookshop. *The goal was to promote more reading by young adolescents.*

It is advised to assure the opening of your Bookshop with an initial inventory of at least 500 potentially popular paper back books. This generally represents about $1,000.00 for initial inventory. Insist that customers receive nearly all benefits of the large discount wholesale prices available from quality distributors. This generally represents about 30-35% off book cover prices. Constantly reinforce that the measure of success is increased literacy, not financial profits. Reinvest in literacy to succeed. *The goal was to make more books easily and inexpensively available to young adolescents.*

What are the facts available from our experiment that should sell anyone on the value of the Student Bookshop?

A. We saw average middle grade students of the lowest socio-economic communities of one state sell over 100 paperback books per month where surveys had reflected very few student-owned books before.

B. We saw middle grade students learn to deal with personnel problems, major distributor businesses, economically and academically depressed peers, portable shelving, and oppressive school schedules to produce their successful Bookshops.

C. We saw fifth through ninth graders explain the details and values of their program clearly and enthusiastically to local civic clubs, their school boards, state, regional, and national teacher conferences, on television and radio; and to the incoming new students or parents.

D. We saw teachers raving about the improvements in some students' attitudes, both personally and academically, after becoming involved as Bookshop leaders or customers.

E. We saw Bookshop students stimulate school-wide literacy events with success which drew the admiration of their teachers, parents, administrators, and community.

F. We saw students involving parents in school events, causing community leaders to donate attention, time, and money in support of a school activity, and earning front-page newspaper coverage for their impact on literacy at their school.

BOOKSHOPS MEET MANY OF EDUCATION'S HIGHEST AIMS

From a purely rational perspective, the School Bookshop program clearly meets contemporary public expectations of quality education better than many long-existing school curriculum or extra-curricular examples.

* It encourages literacy when the nation cries for a more literate population.

* It introduces young adolescents to the business world in an extremely direct and realistic approach when the nation demands better business skills of new employees.

* It encourages young adolescents to make commitments of their time, money, and efforts to values of literacy and leadership when the nation cries at the increasing and repeating rates of both illiteracy and economic dependence.

* It makes personal literacy available to children in a consistently and easily accessible setting. Most children do not enjoy regular accesses to personally selected literature unless parents provide the time and transportation to go shopping.

* It makes literacy ownership available at extremely realistic prices, yet not dependent upon gifts or loans. This helps establish an attitude that literacy is clearly worth some investment. Owning a book compares to borrowing a book in the same way owning a home compares to renting. Earning will usually produce better values than taking.

* It utilizes the well-established power of young adolescent peer pressure. Kids entice kids to try things when adults can not. Here the kids are urging kids to try something that is identical to school and community values.

No one would claim that the Student Bookshop assures a panacea to student academic or social growth. However, our experiment provided ample evidence that this program offers the potential to truly enhance those educational goals in a way that student leadership could uniquely provide. There is good evidence that the plan works when the plan is worked. There are good reasons to have a Student Bookshop at your middle grade school. It is clearly worth the effort. Also, when leaders begin to flexibly mold their own bookshop around their special circumstances and keep clear their goals, it is socially and educationally rewarding...even fun.

WHAT IS THE ISU BOOKSHOP NETWORK?

During 1990-92 the Lilly Endowment Inc. financed a project to evaluate the potential influence of middle grade student-managed paperback Bookshops upon the literacy and leadership habits of student peers. Nearly 70 middle schools located in low economic communities throughout Indiana participated in the project. Sufficient benefits were observed from the project results that project schools and many non-project schools urged a continuation of the coordination and communication services after the grant project was ended. Indiana State University agreed to donate use of certain equipment and accounting services to the new *ISU Bookshop Network*. Lilly Endowment Inc. agreed to provide some Network "seed" money and to expand the original grant allotment for dissemination of additional Bookshop manuals to early inquiries from middle schools outside of Indiana. The project designer and director agreed to volunteer his time and efforts to produce a Network Newsletter and offer other coordination services as possible. In summary, from a successful grant project to an entirely volunteer, non-profit communications effort, the *Students' Own Bookshop* Network is a collection of subscribers who share an interest in stimulating literacy and leadership among middle grades students. Although the *ISU Bookshop Network* describes the accounting name of the Network, that name may be used interchangably with *Students' Own Bookshop* Network (intended to identify the program of student managed Bookshops).

WHO MAY BELONG TO THE NETWORK?

Any one may subscribe to the ISU Bookshop Network for $20 annual (Sept.-Aug.) membership fee. The fee includes a quarterly Network Newsletter to which members are expected to make periodic article and information contributions. Schools may be regular members; and individuals are accepted as associate members. The nominal Network membership fee is used only to facilitate the communications between members, mostly in the form of the newsletter. As with any network, shared resources allow a variety of benefits to serve a common goal. Beyond the initial volunteer management fund contributed by the Lilly Endowment Inc., the Bookshop Network is entirely dependent upon membership subscriptions. It is important to recognize that there are no paid Bookshop personnel and no Bookshop office, except in a corner of the Director's faculty office or den at home. For more information, call, fax, or write to:

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APPLICATION FOR STUDENTS' OWN BOOKSHOP NETWORK MEMBERSHIP
(Please Print or Type)

School Name_____

Bookshop Name (if available)_____

School Street Address_____

School City_____ State_____ ZIP_____

School Telephone Number ( ) _____ Grade Levels ___ to ____

School District/Corporation _____

Building Principal Name_____

Bookshop Adult Advisor Name_____

Advisor Position: Teacher__Media__Parent__Other(list)_____

Advisor Home Address (street)_____

Advisor Home City_____State____ Zip_____

NOTE: for individual Associate Membership in the Students' Own Bookshop Network, please complete the following:

NAME _____Phone ( ) _____

Address (street)_____ (check one) Home__ Office__

City_____State____ Zip_____

Occupation_____ Company_____

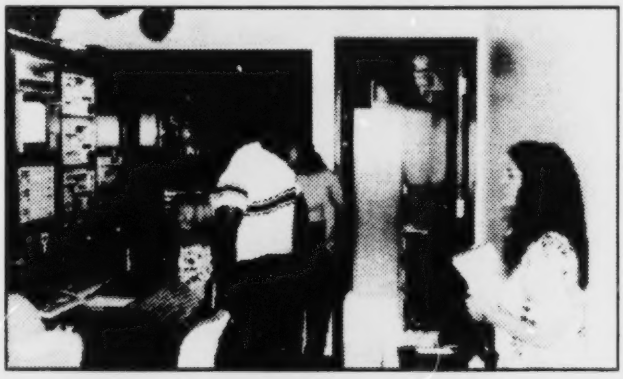
Make $20 check or money order to ISU BOOKSHOP NETWORK and mail to the volunteer Network Director at address on this letterhead.

Signed_____ Date_____

INDIANA STATE UNIVERSITY SERVICE AGENCY #9-95033

STUDENTS' OWN BOOKSHOP VIDEO

The STUDENTS' OWN BOOKSHOP video tape was produced *entirely* by students, grades 7 and 8, of the Anderson, IN South Side Middle School Buc's Student Bookshop. Various segments were originally recorded by students of several Lilly Endowment Inc. grant project student bookshop teams which were then edited into one product. Bookshop Students scripted, and narrated the video. Bookshop students actually ran the sophisticated television consoles to produce the background music, credits, and integration of all scenes and technical effects of each segment.



The above photo was taken during one session of production at the Indianapolis American Cablevision Studio. It not only demonstrates the ability of 7-8th grade students to learn technical tasks, it also clearly demonstrates the Student Bookshop philosophy of students doing the work, aided by consultants, and indirectly guided by the Bookshop advisor. Here, American Cablevision Co. supervisor, Bernard Johnson, has taught students how to operate the consoles and helps coordinate the actual video production. Mrs. Karen Sipes, Buc's Bookshop Advisor, stands back to observe the accuracy of content selected by the students for their script. Parents provided transportation, the school administration supported the educational value of the school day's learning, and community resources made available their valuable expertise and equipment. The Bookshop advisor alerted the Bookshop students to these needs and resources for completing their goals of the project. She also assisted with the mechanical arrangements of long distance telephone calls, after school editing meetings, etc. that assured the foundation of opportunities for student learning so integral to the Student Bookshop program.

A special edition of this video offers open captions for the deaf audience. These video tapes, manuals, newsletters, and other resources for supporting a student operated paperback bookshop are available from the non-profit ISU Bookshop Network by contacting the volunteer Network Director, Dr. Loran Braught, SE 710, Indiana State University, Terre Haute, IN 47809; phone (812) 237-2836.

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Reprinted from
The Reading Teacher February 1992

Loran R. Braught

Student operated paperback bookshops: A program to encourage middle-grade literacy

Braught, Professor of Elementary Education at Indiana State University in Terre Haute, Indiana, is director of the Student Managed Paperback Bookshop Project located on that same campus.

Children in the U.S. aged 12 to 15 have had daily reading instruction throughout their elementary years with considerable success in basic literacy achievement. Although these opportunities were sometimes too limited, they have had daily opportunities to engage in independent recreational reading at school. Further, parents may have offered regular or periodic reading experiences at home.

Some time after those primary school years, however, reading becomes less valued. There is less daily class time for independent reading, and students are read to less frequently. Time for instruction on reading new types of literature may dwindle as may praise for reading at school and home as expectations of new adult-like performances steadily increase. Teachers may tell students that the time for learning to read is over and that they should now be prepared to read to learn.

Assessments repeatedly warn that something is missing. Findings from the U.S. National Assessment of Educational Progress in *The Reading Report Card* (1985) indicated that "nine and thirteen year olds did not show improvements between 1980 and 1984, halting the upward trend in performance at these ages during the 1970's" (p. 6). In a further explanation of the report, Applebee, Langer, and Mullis (1988) stated, regarding these middle-grade students, that

> Poor readers report doing less independent reading than good readers. But, in comparison with good readers, they seem to be even more limited in their school reading experience than in the reading they do on their own. This suggests that poor readers could manage more varied school reading experiences than they are currently provided by schools (p. 6)

Judith Davidson (1990), Project Director of Adolescent Literacy at the Center for Early Adolescent Studies, points out that "Early adolescence represents a critical juncture in the development of the literate individual" (p. 74). It seems obvious from current assessments that attention must be given to the literacy of middle-grade (5-9) students, particularly those with low economic support, but what and how?

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Bookshops entice students to own books. Misty Mercer, an eighth grader at South Side Middle School in Anderson, Indiana, shown here, reported the first book she ever purchased on her own was at the South Side Bookshop. [illegible] *Anderson, Indiana Herald Bulletin Newspaper.*

School bookshops project

Concerns such as these stimulated an extensive 2-year grant project in Indiana called the Student Managed Paperback Bookshop Project. It is supported by the Lilly Endowment, Inc., and directed by me at the School of Education at Indiana State University. The simplest overview of the plan is to imagine an ongoing book fair of discounted paperbacks, managed entirely by students as a regular school activity.

The original idea of the school bookshop was conceived in England in 1967 by education professor Peter Kennerly, who initiated an *adult*-managed program. Presently there are over 8,000 school bookshops operating in England, and they have formed a nonprofit national School Bookshop Association with an office in London (Hill & Trigge, 1981). A manual describing the English bookshop plan was produced in the United States in hopes of

Students browse for books at the bookshop in Helfrich Park Middle School in Evansville, Indiana.

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extending the English successes, but the plan has yet to win wide acceptance (American Reading Council, 1977).

In 1989 I authored a grant proposal to Lilly Endowment, Inc., for funding of a *student*-managed bookshop for middle-grade, low-income students in Indiana. Our aim was to build upon the experiences of the English bookshops.

Our proposal was funded, and Indiana State University was granted nearly one-half million dollars to conduct the 2-year project. Sixty-one middle-grade schools located in the 53 lowest income communities of Indiana each received US$5,000 for initial inventory and equipment, with the contingency that students would manage their experimental bookshop with adult administrative support. All 61 project bookshops were initiated and set up to operate independently and in a self-supporting manner after 1992.

Board of directors

At each participating school, the principal appointed a volunteer adult to serve as the bookshop advisor (usually a teacher or school librarian). The principal and advisor selected two responsible and energetic students to guide the development of their own unique bookshop plans. An important goal was to establish a student board at each school to actually manage the bookshop.

It was the responsibility of student board members to select and order paperbacks at a handsome wholesale discount from efficient distributors. Student board members were also expected to develop or select needed equipment, establish the hours and work schedules, and serve on various key committees. Further, it was the students' responsibility to market, promote, and sell their stock, keep proper records, and produce needed reports. Student leadership would be vital, as they were essentially responsible for managing the operation of what amounted to a small business.

Bookshop student leaders agreed that board members must be reliable workers and capable of working with others. As one student reported, "We did not get many good bookshop leaders from the school student council. They may be popular, but not all of them are good workers and interested in either literature or business." Some effective board members came from gifted classes and others from special education classes. What mattered was that they were dependable, energetic, and thoughtful. A student leader reported, "We can find a good job for any good worker."

Many bookshop boards developed a volunteer applicant screening procedure, often including teacher recommendations and personal interviews with bookshop officers. Several adult advisors concur that it has become a school honor to be on the bookshop board. Experience told us that it was important for each board member to have orientation and training on the specific tasks they were assigned. To promote continuity of operation, it was helpful when board members included students from the lowest grades in the building. Further, when a new fifth or sixth grader was given responsibility, she or he usually provided excellent performance. Many schools now include bookshop volunteer recruitment as part of their spring orientation for students who will enter that school the following fall.

The size of bookshop boards has usually been about 15 to 20, depending upon the demand of schedules and the bookshop tasks at each school. Likewise, committee sizes have varied, but the book selection and publicity committees have generally been the largest and hardest working.

Equipment and supplies

It proved important to locate the bookshop in high traffic areas of the building. A few boards inherited spacious rooms or areas of the school library where shelving was already available, but many schools were very

Worker status and qualifications

"Many capable students not previously recognized for their skills or good thinking have gained recognition from their work at the bookshop," mentioned one principal. "We think we see some increased interest in scholastics," said another.

Student leaders soon discovered that dependability and willingness to work were essential qualifications for bookshop workers. There were a few reports of students "shaping up" those who slipped; a few workers were even "shipped out." All bookshop volunteers learned the importance of collaboration and cooperation.

pressed for space. As a result, portable bookshelves that folded and locked were used in many schools. Purchasing expensive permanent or portable shelving was not usually deemed feasible nor consistent with bookshop goals. One school obtained a donation of quality shelving from a local store that was closing business. Some boards solicited free lumber and hardware from local businesses. Most built or inherited shelves.

Aside from shelving, equipment and supplies were minor concerns for the boards. A shoe box could serve as a cash register, although one board purchased (at discount) a computerized cash register and felt it was worth the cost. Some boards used school computers to keep inventory and budget records, but more used spiral notebooks. Most supplies were obtained free or at nominal cost. Project schools made great efforts to reserve their grant money for purchasing books.

Business hours

Scheduling bookshop hours depended upon two main factors that varied from school to school: available times for students to browse and available times for volunteers to work. Most bookshops began with a schedule of three 30-minute periods per week and added hours as demand grew. Lunch periods in excess of 30 minutes were popular times for bookshop operations.

One school had an extremely tight free-time schedule, but used library, English, and reading class times to allow every student at least a half hour at the bookshop each week. Another bookshop opened before or after school on alternating days; when faced with the need for more hours, this bookshop added times that were supervised by adult volunteers, since student leaders could not get free.

Scheduling volunteer workers became an important task of bookshop boards. Most found that individual schedule cards were needed. Most workers were scheduled for no more than two 30-minute periods per week.

Marketing and advertising

Getting students, teachers, and parents aware of the bookshops was a challenge, so marketing became important. It was interesting to notice how students became aware of local business marketing techniques, which were often adapted for use at bookshops.

Bookshops promote business skills

When asked why they liked being bookshop volunteers, most students noted the opportunity to learn and practice business skills and to make real decisions. Although profit was *not* the goal of any bookshop (constantly reinforced through workshop and newsletter guidance), students were motivated to make their businesses successful. The number of books sold represented the primary criterion of success, and net profits were merely an indication of a bookshop's longevity (about a 5% profit margin covered bookshop costs).

Most books sold at barely over actual cost, using an easily managed formula such as rounding to the nearest ten cents (no one wanted to deal with pennies). This covered wholesale costs for shipping and miscellaneous bookshop costs. When book prices were too high, sales often dwindled.

Used books can extend literacy

Two bookshops experimented with used book trading. When one bookshop board suggested trading two used books for one used book, the adults were sure it would not work. Needless to say, it worked!

Another bookshop purchased used books, which were then sold at cost by the bookshop. Books in good condition were purchased for about 25% of the cover price. Students who sold books had money to buy other books, and the used books could be sold cheaply.

It is interesting to note that students were not prone to sell their books. They often reread them, gave them to friends, traded them, or loaned them. Books became a valuable commodity.

A successful marketing tactic has been bookshop gift certificates, usually sold in US$1 denominations. Parent-teacher organizations have helped sell gift certificates; one school PTO sold US$200 in gift certificates in 1 hour.

Many bookshops found that drawings for free books helped increase sales. Leaders of one bookshop gave teachers weekly US25¢ coupons for each class. The coupons were awarded to students by teachers at their discretion. Discounts were often given to teachers and volunteer workers to buy books at cost. Most bookshops regularly offered "blue light specials" and "regular customer bonus plans" (e.g., a free book every *n*th book purchased). One bookshop created "Scanning Specials," where extra discounts were given when customers bought specific books (e.g.,

Customer surveys

Customer surveys indicated that peer influence motivated middle-grade students' interest in literacy. Students said they went to the bookshop because friends recommended and ran it. Surveys also indicated that large book selections, good prices, friendly service, creative promotions, and convenient locations made the bookshops popular.

on St. Patrick's Day, any book with the word *green* earned extra discount).

Advertising by publicity committees has typically included regular announcements on school public-address systems and ads in school newspapers. Grand openings have often attracted local newspaper, radio, or TV coverage. Hallway posters, display cases, and electronic billboards have displayed bookshop ads. As one publicity committee member said, "Our job is to ensure that everyone in the school hears, sees, or says the word *bookshop* at least once daily."

Discounts, not give-aways

Project leaders are often asked to justify selling books to students from low-income homes. In response to that question, one bookshop student leader pointed out, "Our kids have enough money for junk food or drugs, so it is just a matter of values." To build sincere and lasting value for literacy, there is some justification for the minor sacrifice to purchase a book.

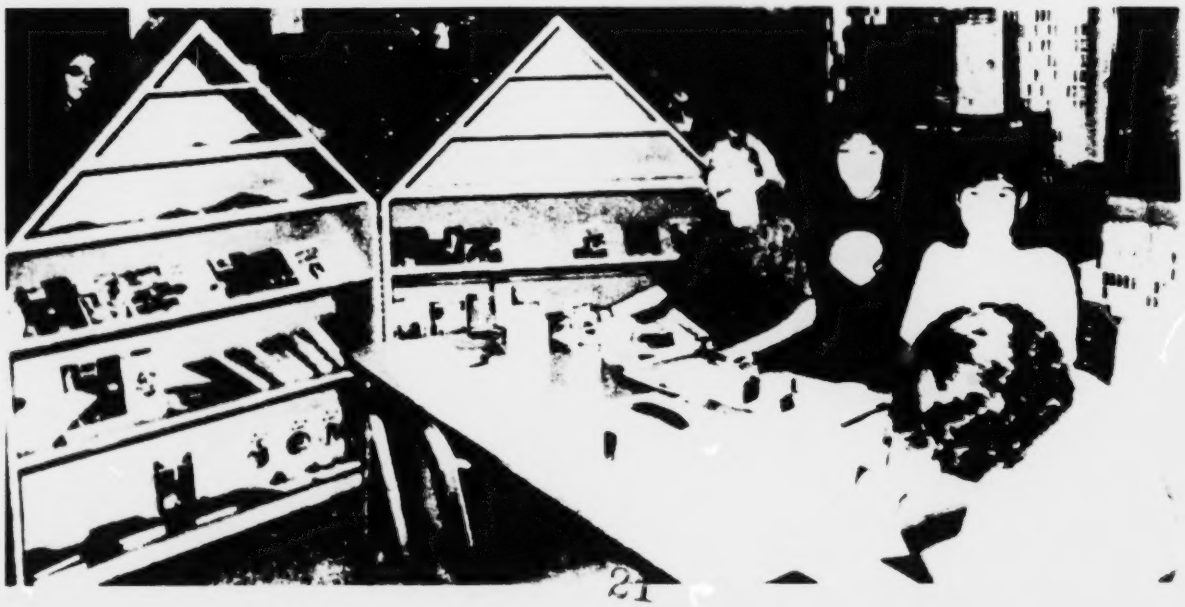
Most bookshop books sold at about 35% off the cover price, with a mark-up just sufficient to sustain the program. Ordering committees tended to avoid very expensive books unless specifically requested. The average cost per book for one bookshop was US$1.94; after markup, the books retailed at an average price of US$2.05. A goal of the project was to make literacy so valuable and popular among middle-grade students that they would want to own books, and the lower cost of owning bookshop books proved within the financial reach of most project students.

Student-selected titles

Project leaders are often asked which book titles are ordered by students, and whether they are different from titles ordered or recommended by adults. An informal comparison of adult and student book selections revealed that student choices differed considerably. Therefore, I recommend that students be allowed to do their own ordering of titles for bookshops.

What titles do students order? There is some consistency in ordering practices across bookshops, but we are hesitant to generate "favorite title" lists. First, there has been consid-

Students at Portage Middle School in Fort Wayne, Indiana, enjoy working in their bookstore.



BEST COPY AVAILABLE

erable variance among schools regarding what they order and when. For instance, Teenage Mutant Ninja Turtles books were not as hot in 1991 as they were in 1990. Books in Spanish were ordered by some bookshops in Gary and Hammond, Indiana, probably due to the Hispanic populations in these areas; in contrast, no books in Spanish were ordered in New Albany or Evansville, Indiana. During Black History Week, books on that topic went well in metropolitan Indianapolis but not in rural Charlestown, an occurrence explained also by demographic differences, I suspect. Horror books went well every place during October, however.

Popular categories were clearly those of adventure, romance, sports, science fiction, and humor. Some series books, such as Sweet Valley High, Hardy Boys, Baby Sitters, and Bank Street, appeared on nearly every report of student selections, as did joke books and how-to-draw books. In terms of describing students' ordering choices, I believe that categories are more reliable than specific titles.

Stephen King books have been surprisingly popular. They are often challenging reading – especially for remedial readers, who also order them – and they are more expensive than most paperbacks. They are also more controversial. One school required parental permission before buying a King book, and one advisor used a rare veto on ordering King books. The project requires students to respect school standards on all matters, but adult advisors have very rarely overruled an ordering committee; students have shown considerable maturity in their title choices.

Bookshops spreading beyond the project

Several nongrant bookshops have emerged as a result of the success and publicity associated with the project. The independent bookshop leaders verified the prediction that about US$500 could adequately establish an operational program. Raising the US$500 seed money was not a difficult task. For example, after attending an Indiana International Reading Association state conference presentation by Project Bookshop students, Kathryn Myers, a Washington, Indiana, elementary reading teacher, promptly solicited US$500 from her local Rotary Club to set up a bookshop at her school.

Bookshops and commercial booksellers

At the beginning of the project, there was concern that local or national commercial paperback vendors might resent competition from the low-overhead school bookshops. When queried about this, however, every bookseller approached quickly pointed out that middle-grade students are seldom among their regular customers. Furthermore, commercial booksellers *encouraged* anything that could help develop this meager market. National paperback distributors often made special efforts to help the project grow, and local booksellers regularly offered special quantity discounts for bookshops.

From our experience, we recommend that bookshop buyers shop for a paperback book distributor who can:

1. Assure approximately a 40% discount on orders of 50 books or fewer.
2. Provide a free current catalog that contains a large and interesting book inventory.
3. Assure shipping and handling costs of no more than 2% of the order total and deliver books within 2 weeks of receiving an order.
4. Provide toll-free telephone service with cordial and accessible representatives.
5. Eliminate back-order billing or late shipping.
6. Provide occasional special offers.
7. Accept returns of damaged or unsold books with full credit.

Based upon these criteria, bookshop project leaders offer the following recommended distributors:

Distributor	*Comments*
Ingram Library Services 1125 Heil Quaker Blvd. LaVerne, TN 37086, USA 800-937-8000	Requires 100 + titles for a 40% discount
Mr. Paperback 2914 Independence Dr. Ft. Wayne, IN 46808, USA 800-525-7204	Dependable but possesses a small inventory
NACSCORP 528 E. Lorain St. Oberlin, OH 44074-1298, USA 800-622-7498	Requires US$100 annual membership, but can meet all criteria
Scholastic/Readers Choice P.O. Box 7501 Jefferson City, MO 65102, USA 800-325-6149	Will refer to area representative who may not have toll-free number
The Bookmen 525 N. 3rd St. Minneapolis, MN 55401, USA 800-328-8411	Particularly popular with bookshops for meeting most criteria

Book clubs offer excellent discounts

Student leaders quickly learned that the commercial book clubs (e.g., Scholastic, Troll) they knew so well in their primary schools offered the very best prices but were limited in selections. Bookshops filled a void in schools that did not participate in book clubs, and several bookshops made cooperative agreements with teachers to manage existing book club business in the school. "Bonus books" earned from book club orders were added to the bookshop inventory or used as marketing items.

The key ingredient in starting a bookshop has clearly been leadership, not funding. It has usually taken just one enthusiastic teacher to establish a new, nongrant bookshop. Commitment of time and energy by the adult supervisors and the students involved, along with administrative support, are the essentials to a successful bookshop beginning.

One of the efforts to share the successes and procedures of the Student Managed Paperback Bookshop Project is the production of a nonprofit *Bookshop Manual of Operations*. Based upon the experiences of the 61 project schools, this manual will be available in the fall of 1992 by writing: School Bookshops Project, SE 710, Indiana State University, Terre Haute, IN 47809, USA (phone 812-237-2836).

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WHY SET UP A SCHOOL BOOKSHOP?

A. Why put your energies into selling books in school?

Well, certainly not because the enterprise will make enough money to stock the school library. Successful school bookshops do make some profit from the discount they get from their supplier, but because most of those discounts should be passed on to the customer, there is not much net profit. The main arguments for school bookshops are all educational ... in the widest sense of that word.

Books are a source of information, ideas, enlightenment, stimulation and not least, pleasure. Books open doors to an understanding of ourselves, other people, and the world we live in. They give us comfort, they make us think. Books are powerful ... if they weren't, why would so many societies go to such lengths to suppress and censor them or other societies assure so much expense to make them available to everyone?

GETTING THE READING HABIT/FEELING AT HOME WITH BOOKS are vital if students are to get the most out of education while they are at school and continue the process after they have left. The Bookshop plan is to get students hooked on reading, make reading a life-long valued habit. Just telling students that reading is a valuable tool will not likely convince any young adolescent that it is so. Here are six of the major questions and answers we used to develop the rationales of the student Bookshop plan.

QUESTION #1:
What determines whether students catch the reading habit and feel at home with books?
ANSWER #1:
How easy and rewarding they find reading.

Students who associate reading with failure, difficulty or boredom are hardly likely to get the reading habit. Research points to "a strong association between voluntary reading and reading attainment". It's a vicious circle. To improve reading we have to encourage voluntary reading, to encourage voluntary reading we must have on hand books of the sort that will make students want to read them.

QUESTION #2:
What will get middle grades students started on the reading habit?
ANSWER #2:
Availability of books they want to read.

It's difficult to get hooked on something that's never there. Books to appeal to a wide range of interests and reading abilities must be easily accessible and made available in an atmosphere that is relaxed, and offers the promise of fun, pleasure and satisfaction.

If reading is to root itself as a habit, books must be available in quantity and variety. Every reading expert agrees that all children should have the opportunity of being

surrounded by books at every point in their lives. The Bookshop plan of having students select and promote the books does even more to get those surrounding books read by students.

QUESTION #3:
What will keep students reading once they get started?
ANSWER #3:
Owning books. Borrowing books is fine and having libraries available is important, but to establish a personal commitment with lasting value to reading, there needs to be the important step of ownership. Ownership likely requires some personal investment of time to earn the cost of a book and investment of time to read a book. It represents a value deeper than borrowing. It is usually perceived that any thing free to everyone can not be very valuable to anyone. Water or air pollution may be other relevant examples today.

The School's Council research project on students's reading interests found that possession of books plays an important role in fostering commitment to reading. (Students and their Books, 1977) Once a child is buying books for himself/herself, you are nearly home. If students are really to become readers in any sense but the most superficial, they must become book owners. For many students, books are to be used in classrooms or perhaps borrowed form the library for a couple of weeks. They have no idea that a book can be a personal possession for keeps. They have not yet crossed the bridge into the world where what you gain from reading is a treasure that can become a permanent possession of value.

During the project observations was the interesting fact tht students would often loan thier Bookshop books to friends, but seldom wanted to give away their owned books.

QUESTION #4:
But can't we just encourage students to use libraries and commercial book stores? What's so special about a SCHOOL bookshop?
ANSWER #4:
To supply a school library with hard-bound books for both reference and pleasure reading at a wide range of interest and reading ability is only one expense facing the school media specialist. The same budget must purchase the films, filmstrips, tapes, video tapes, and machines that run these visual aids. Our informal surveys of school libraries indicated that most school library books were not current, not of sufficent interest or reading ability ranges, and not often used by students (except for required assigments). WITHOUT EXCEPTION, OUR PROJECT BOOKSHOPS PROVIDED MORE NEW BOOK TITLES FOR STUDENTS IN THEIR FIRST YEAR OF OPERATION THAN ANY BUDGETS FOR NEW SCHOOL LIBRARY BOOKS THAT YEAR. Part of this was because Bookshops used less expensive paperbacks while libraries use hardbound books to survive massive handling. Bookshops could often purchase 5 or 6 titles for the same cost as one libary hardcover book of any of those same titles.

Although a few students do view the library as a resource for personal satisfactions, they are truly very few (and usually top scholars). Unfortunately, they are not usually creating any popular peer magnetism to the library.

Public libraries and school libraries, reasonably enough, don't usually have the range of books needed to get students started ... quiz books, puzzle books, joke books, mystery books, sports books, romance books, adventure books, and books that are below the reading levels of the students at the school are often absent from most library shelves. **We hasten to clarify that good adult readers do not often select books at their reading level for personal reading either**. In many schools the library is dominated by non-fiction and associated with 'work' and 'study'. Again, good adult readers may select 'study type' books for some personal quest, but seldom due to specific goals assigned by others *unless professionally required to do so.*

Durable library binding even limits the quantity of those books. And not all students have easy access to public libraries ... or go naturally to them if they have access. It is realistic economics that keeps the libraries from meeting these material needs, but libraries still can not meet those needs, despite the understandable reasons.

QUESTION #5:
Why not just let students buy books at the commercial book seller stores?
ANSWER #5:
Commercial book seller stores are often long and expensive journeys from where students live, particularly if they must provide their own transportation. Even if a book store is at hand, it is often seen by parents and students as an alien place, unwelcome and with an unfamiliar atmosphere. Also, commercial book sellers must profit from each sale to meet over-head costs in addition to wholesale costs. Young adolescents do not usually have much personal money. That does not make them a favorite customer at a commercial store of any type. That also does not encourage a commercial book store to stock many varied young adolescent books (they stick to only the most common selling titles). The students feel incapable and unwanted in must commercial businesses, including book seller stores. Book store owners admit the young adolescent is likely to be their least common buying customer.

We took time to observe the welcome extended to young adolescents at local book stores. Anyone can do the same and they will observe the same as we observed; young adolescents are generally not favored customers. They are often almost unwelcome when no adults are with them. Little money, little focused direction, awkward in manner and appearance; young adolescents are not always welcome at any commercial business. One merchant admitted that there tends to be more suspicion of young customer honesty and care in handling merchandise.

QUESTION #6
What makes student Bookshops so likely to do a better job than adult Bookshops or Libarians or Teachers or Parents?
ANSWER #6
That is exactly the difference ... students are more efficient influences on personal preferences of peer students than adults.

Every child psychologist knows that the power of adolescent peer influence is sometimes awesome and almost always a major factor in young adolescent actions. Technical rationales for the strong peer influences among this age need not be expounded here, but every adult working with young teens knows it is a major trait of the that age group. The are so determined to appear individualistic and independent that they all wear the same style clothing, eat the same popular foods (often becasue they are the thing to do more than because they taste good), etc. Young adolescents are more receptive and vulnerable to peer pressure than almost any age group throughout life. It is a priority at that age. The Bookshop insistance upon student management is directly responding to this well-know trait of the young adolescent having almost no national reading score gains.

HERE ARE THE ADVANTAGES A SCHOOL BOOKSHOP CAN OFFER:

1. For the students

Books are made easily and regularly available in familiar and informal surroundings.

A wide range of stock precisely geared to the needs and tastes of individual students introduces students to the pleasures of browsing, choosing and owning books.

Ensures that an enthusiastic, informed adult is on hand to talk, share, recommend and advise on matters of personal literacy and leadership.

Involves students by its existence in a real-life project and through its activities in book-related schemes. Bookshop student leaders usually list the business experience their most valued reason for volunteering.

Makes book ownership more possible by offering savings schemes.

Makes reading popular because it is encouraged by students, for students, and with students. Only students can make reading the "IN" thing to do.

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2. For teachers and parents

Helps teachers, librarians and parents learn more about books and students's reactions to books.

Enables teachers and parents to combine their knowledge of individual students and books so that experiences of reading are more likely to succeed and be enjoyable.

Provides a very relevant educational activity experience for Bookshop student leaders. Some Bookshop adults have suggested that this experience is worthy of regular school curriculum status.

When students are truly trusted to manage their Bookshop, adults (including teachers) have consistently expressed new and increased confidence in student abilities. They have also consistently expressed the observation that the student leaders grow rapidly in recognizing sense of responsibility within themselves and others.

3. For the school itself

Supports and beneficially effects other parts of the curriculum by strengthening literacy and business leadership among students.

Many schools seek parent participation ... a school bookshop is one of the most tangible practical ways of achieving positive parental involvement at school.

It increasingly becomes the responsibility of the school to make it possible for students and parents together to see and select books which can be bought and taken home. Issues of "censorship" are clarified within more positive contexts than usually experienced in textbook disputes.

Matches contemporary educational priority for school-community curriculum opportunities. It is explicitly easy to demonstrate that this is a school activity which directly prepares students for a real world of social and business needs. It is usually much easier to rationalize educational potentials of giving students "free" time to read, browse, buy, or work in the Bookshop than to attend a pep rally or athletic event.

FUNDING A NEW BOOKSHOP

There are numerous approaches and resources for obtaining the funding needed to open a student's own Bookshop. Although it is possible to begin with less, a goal of about $1,000.00 is suggested. We recommend that at least eighty percent of initial funding would be devoted to purchase of the initial paperback inventory, leaving 20% for equipment and supplies.

Donated items and services represent assets as well as cash. Every penny that can be saved through frugal use of available materials is as good as a penny collected through fund raising. A penny saved is still a penny earned.

Early in your planning it is wise to make a detailed list of every item needed to open your Bookshop exactly as you desire. Think about your ideals, not your minimums, and make the list extensive. Then set priorities according to the most essential items regardless of cost. It is useful to estimate the cost of each item as this will give you some idea of your task size and how to package items for your fund raising campaign.

Consider your fund raising activities as a part of your initial Bookshop advertising. Soliciting donations or conducting fund raising activities allows you to announce the purposes and existence of the new Bookshop. Those who contribute to the birth of the Bookshop will surely be among those attending your grand opening and extending your publicity through word of mouth (or perhaps in other ways also). The lumber yard that donates boards for your needed book shelving will also be pleased to display a poster for the Bookshop, etc.. The point is that an organized fund raising campaign can have long-range benefits of any item obtained.

Remember that the Bookshop is part of a tax-exempt government institution, however, it is wise to clarify these implications in your own state. Your local school will likely be familiar with those implications. Donations can be deducted from the donor taxes. It is not necessary to pay sales taxes on items purchased nor on items sold (another reason to keep your Bookshop clearly and completely non-profit). The tax rules that govern your school are the same rules that govern your student managed Bookshop. Remember also that the nation is solidly in favor of supporting education, literacy, and student involvement in constructive activities. The career skill implications of the Bookshop will also be a popular reason for community support of your Bookshop. Our nation needs new leaders, good business workers, improved literacy, a thinking electorate, and neighbors who know how to participate in a good society. The Bookshop program offers education in all of these needs. Be sure to remember these attributes when you plan your fund raising campaign. Be sure those who actually contact the donors are aware of these attributes and mention them as part of their sales approach. See Goals and Outcomes.

FUND RAISING ACTIVITIES

Get advise from experienced local community fund raisers

Anyone who has helped raise funds for civic activities has an idea about how to promote and conduct a satisfactory fundraising activity. One of the first things to do is consult some of those experienced people in your school family. Some parent or teacher is probably well known for their skills in raising contributed funds, so consult them. If possible, recruit them for their ideas, advise, and list of resources. You will be impressed with the details of "do or don't" advice these people offer. Be sure to let the students witness this valuable community resource and method of beginning any task.

Collect many options, evaluate each, select the best for you

Make a long list of possible fundraising activities. Then for each activity listed, add some details that help evaluate the advantages and disadvantages of each idea. The familiar check-list of Who, What, When, Why, Where, and How will help you compare each idea until you can find a few that look particularly productive to your Bookshop leaders. Of course, some factors are unique to your community. It is likely that some of the fund raising ideas can be more closely linked to the purposes of the Bookshop. For example, conducting a school book fair is more related to the Bookshop goals than having a bake sale. However, in a community where bake sales have usually been a big success, the bake sale idea has particular merit.

A Fund Raising Committee is Recommended. It is best to have a fund raising committee. Most tasks will be more successful if they are carefully planned and promoted. Start with a few very efficient fund raisers and add to the committee as your activity ideas become more focused. You might later consider having members of popular civic clubs, such as the local Rotary, Kiwanis, Lions, etc. on this committee. Have some representation from news media, if possible, as you near your grand opening. Representatives of groups most likely to be donors at a major fund raising activity should be involved early in planning for fund raising.

The only task for the Bookshop leadership team is to carefully identify and recruit a few particularly talented people who will head the Fund Raising Committee and then let them do their thing. If they are the right people they will know when to check with the Bookshop leaders, what to avoid, and how to assure good intercommunications for unified effort. They will know the "who" and "when" for expanding their committee, how often to meet, etc. If the Bookshop leaders take care in selecting one key leader of the Fund Raising Committee, this is usually self-perpetuating.

SOURCES OF FUNDING TO CONSIDER

A. Parent organizations (Parent-Teacher Assn., etc.) may have ready funds for supporting appropriate educational activities such as the Bookshop. They likely have some good people resources who can either personally command access to donation funds or provide introductions to businesses or civic clubs that have donation funds. The parent organization may also be willing to help conduct fund raising events for the Bookshop. They may even have a ready-made structure for such fund raising efforts.

One approach to the parent organization could be to offer a sale of Bookshop Gift Certificates in advance of the grand opening. This is attractive because the parents can buy gift certificates for any books from the Bookshop (when it opens) or order specific titles. When they give their children the gift certificates they not only give a gift, but simultaneously encourage reading. Gift certificates can be used by their child to use as suitable and economical gifts to their friends. Of course, parents may want to use their gift certificates as gifts to their adult friends as well. When adults read in front of children they convey the clear message that reading is valuable, popular, and something that grown-ups do (children want to be grown-up). Of course, the Bookshop Gift Certificate may be attractive as both a fund raising item for starting the Bookshop customers. It is suggested that gift certificates be developed in $1.00 denominations and packaged in $5.00 packets that could be sold one coupon at a time or in the five coupon packet (see Marketing Committee sections for added ideas on Gift Certificates).

B. Civic Clubs are potential sponsors. Some Bookshops began entirely through the donated support of one sponsoring civic club (Kiwanis, Rotary, Lions, etc.). If one club agrees to sponsor the Bookshop it is important to recognize the club's need for community publicity. Suggest having the club emblem affixed on the shelving or have a club plaque on the wall denoting their sponsorship. Be sure to have the club officers prominently participating in the grand opening and arrange for periodic reports to the club on the Bookshop progress. Remember that they may want to offer continuing support as well as initial sponsorship for the Bookshop.

It is possible that *Joint sponsors* can work together. If you solicit more than one civic club to share in the initial support of the Bookshop, be sure that each club realizes that they will share in the recognition's but not be the sole sponsor recognized in publicity or future involvement. Any major sponsor usually desires to be given major recognition and may evolve into a continuing supporter if properly appreciated and involved. Sometimes it is best to encourage multiple major sponsors from "different types" of civic clubs. For example, one of the early bookshops was sponsored primarily by the local Rotary Club, but also received some handsome financial support from a local business sorority and also from a local labor union. The three were not at all possessive nor jealous of sharing the recognition's with these other two "different type" groups.

Make a list of existing community groups likely to be interested in educational efforts. The public library or Chamber of Commerce may have such a list already available.

C. Businesses may be willing to sponsor the opening of your Bookshop. Remember that although $300.00 worth of lumber does not cost the lumber yard the full $300.00, that their donation is commercial value in their contribution. Remember also that the Bookshop would be receiving $300.00 worth of lumber in an entirely appropriate transaction. Notes of appreciation in the Bookshop newsletters, mention of donations on grand opening program pamphlets, recognition of donors during grand opening ceremonies, etc. are important understandings that should not be ignored when accepting donations from any source. Remember also that you may want to return to those same donors for special assistance another time.

D. Grants of various types and sources may be available. The state education department, foundations, and numerous private organizations often have funding for innovative educational programs. Some grants are of impressive amounts, but many would very comfortably finance the opening of a new Bookshop. Securing grant funds usually requires the completion of an application and added periodic reports, but details of the grant application are usually not much different than those of good planning anyway. Also, it is often possible to get help in forming an application from the agency offering the grant.

Clarifying the purposes, organizational plan, detailing material needs, establishing a time-line of expected activities during the grant period, describing some method of evaluating the progress, and identifying the school financial controller are the major elements of any grant. Often the grantor has a formal guideline for grant application, so the first step is to clarify these details for yourself and then seek the available sources of grants.

It may be that your school, a nearby university, or your state education department can even direct you to good grant sources. It may be that your local community has the best source of grant funding for your bookshop (those grantors tend to favor local applications).

E. School Board funding. Your school budget may not be the likely source of funding your school Bookshop, but it should not be overlooked as a possible resource. Because the Bookshop concept is more directly related to multiple educational goals, it may be that the Bookshop project would be funded when other co-curriculum activities would not. In some cases it may be that your school board has designated funds specifically for innovative experimentation by their faculty.

Although not likely to obtain cash support, you may more likely obtain good use of equipment and supplies from the formal school resources. Book shelving is a primary example. Book shelving is a major expense item to the Bookshop. There are good chances that your building, another building, or the total school district may have some available shelving that is in very satisfactory or repairable condition. If your Bookshop desires portable shelving, some modifications of available shelving can convert standard shelving into portable shelving with only small costs and time.

F. School administration may be able to help supply initial equipment or supplies for the new Bookshop by contributing specific school resources, including skilled people. For example, the school industrial arts instructor may be able to modify those old book shelves into excellent shelves that suit your needs. The students of those classes may use the tasks as a regular course learning experience (and talk some about the new Bookshop). Even the school assurance that the Bookshop will be permitted to have reasonable use of the school duplication machines (and supplies?), have some reasonable access to art supplies for posters, etc. are very useful contributions. Indirect funding support is just as valuable as cash supports! As the school is going to support the Bookshop, it should assure the Bookshop favorable facilities, permissions for regular publicity and scheduling, reasonable use of any school equipment or services, and use of supplies that are available for co-curriculum activities.

Hopefully, the building principal is a strong supporter of the bookshop and seeks opportunities to assist with resources, permissions, and accommodations. When the pilot and crew take off, the passengers are usually not far behind. When the principal and staff begin to brag about your bookshop, you have arrived.

SAMPLE TIME-LINE: A PLAN FOR THE FIRST THREE MONTHS

Based upon pioneer experience, there are some distinct advantages to planning a bookshop schedule around two important events: *opening school in the fall* and *pre-Christmas sales.*

The following suggested time-line demonstrates comfortable scheduling to focus on those key events. Although the 1990-92 experiment was tied to the month of May as a starting point, that was generally too late to be functional for a grand opening early the next fall.

Perhaps January would be a more appropriate time to initiate the first planning stages for a successful grand opening early the following September. To avoid suggesting dates, the following sample time-line respects the allotted duration's that were recommended by experience.

Week #1 should be attached to a calendar date in accordance with your estimates of resources and commitments, back-dating from your selection of the important grand opening date. This time-line is clearly applicable more to a new bookshop than time needed to reopen an experienced bookshop with an anniversary grand reopening every fall.

EARLY SEPTEMBER OPENING IS IMPORTANT EVERY YEAR

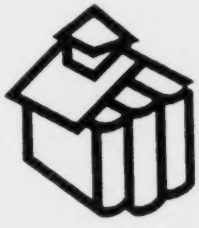
We found that it was truly **important to have a gala opening as early in the first month after summer vacation as possible.** However, a few project sites did open for their first time in the spring with the intention of gaining some experiences on a small scale and use those experiences to have a really grand beginning the following fall. That spring trial approach worked best when the school relied solely upon student leaders who would return to the school the following year.

WEEK 1

Establish the small planning committee of principal, advisor, and two very carefully selected student leaders. Preview goals, tasks, and procedures to be used in developing the funding, inventory, facilities and equipment, the early personnel, and schedules of a bookshop. If any members of the planning committee have not read this manual, it is important that they do so in order for everyone to begin with the same concepts.

WEEK 2

Select a building location, identify needed shelving, collect distributor catalogs, establish an activity account, identify outstanding leadership recruits for major tasks (fund raising, marketing, inventory, publicity, finance, personnel, etc.). Plan an orientation program for this expanded team. Assign specific tasks to existing planners. If there are any official clearances for the acceptance of the bookshop (e.g. superintendent, school board, etc.), be certain those are clearly obtained before proceeding with expanding the planning team. Be sure to obtain sufficient manuals for new key leaders from the Network Office or by duplications (if you are a Network member, this is permitted).



WEEK 3

Complete recruitment and conduct *orientations* of expanded leadership team.

Again, allow time for every member to study the same concepts, such as those in this manual. It is important that all key leaders have opportunity to clarify goals and procedures before proceeding, so this orientation meeting should be scheduled when there will be ample time to avoid rushed agreements or misunderstandings. Keep the meetings moving rapidly by assigning different leaders to various sections of the presentation and respond to questions after a planned presentation is completed. Warn the audience of this procedure so they will be sure to take notes and be patient for answers to their questions or suggestions.

Everyone should leave this meeting with the assignment of focusing upon one major aspect of the tasks ahead. Once each leader has an opportunity to focus their ideas they will likely have more specific suggestions and ideas to discuss with the two student leaders and advisor.

WEEK 4

Reserve this week for letting the enlarged planning team conference with the key leaders, modify their orientations, and contribute their detailed suggestions. During this week, however, proceed with progress on fund raising, establishing the activity account forms, collecting ideas for the initial inventory, and refining ideas for the facilities. One full month has likely passed since the key leaders first met and much molding will have been done, both formally and informally. The first drafted picture of your own bookshop will begin to appear. At this point, priority needs will also become fairly obvious. Some issues will have been raised about managing the enlarged planning team and establishing ideas for an initial student board of directors, etc.

Hopefully, assistant advisors/consultants have begun to "brainstorm" with the advisor and perhaps even identified some assignments to assist specific students with their tasks.

At this point the Student Leaders need and appreciate the resource of an adult consultant who can skillfully ask questions rather than "take over". **The clear establishment of the bookshop as a student managed program must be a priority of the advisor at all times. but particularly during these early months. It may be important at this stage for the advisor to help other adults remember the vital importance of student leadership and perhaps offer some techniques to assure and reassure adults learn how to guide rather than lead.** Admittedly, guidance can be a subtle influence, but the students must now establish their clear responsibility for the leadership, even if it may not be sophisticated or even effective. See the section on Advisors, but this is so very vital that it had to be mentioned as a key in this time-line.

WEEK 5

Funding procedures should be established and hopefully available about this time. If not, that must be a priority. If so, it is time to submit an initial inventory order, push for completion of shelving plans, and begin to expect some marketing committee plans for a grand opening which will set the stage for continued success. If facilities will need labor, this is the time to proceed with those needs. A Publicity Committee should begin to identify basic resources and approaches for the advertisement of the grand opening (do not announce a grand opening without a date and time or it will be awkward to recruit dignitaries, etc.).

This may be a time to re-evaluate an original time-line and desired tasks or assignments. If the planning team members were not clear about and committed to their assignments it will likely begin to show up about the fifth week. The key leaders should anticipate some need to attend to personnel reorientation, adding co-chairpersons, or making any other personnel adjustments. However, it is important to be mutually patient as everyone creates the new bookshop.

Week 5 may be a good time to schedule a second meeting of the entire expanded planning committee under a formal agenda. Again, schedule meetings of the entire planning committee when there will be almost perfect attendance and ample time for interactions. It may be very encouraging to some members to hear that others are accomplishing pieces of the task. It will be helpful to most to hear how coordinated efforts are beginning to meld.

WEEK 6

Funding, facilities, shelving, initial inventory, budgeting, marketing, personnel, and publicity will hopefully be taking a final form in planning. Some of these elements should have a beginning toward a concrete production. There should be ample confidence in progress with initial plans and tasks that it is possible to establish a date for the grand opening. At this time, each committee should have selected their recommended policies, forms, and initial decisions to be accepted by the planning committee. It may be very helpful to compile these ideas in writing and duplicate a "sloppy copy" rough draft for the planning committee. This will later become the basis for your own manual of operations, but for now it will be very useful for clarity, coordination, and confirmations. The key leaders should assure much attention to internal communications at this point.

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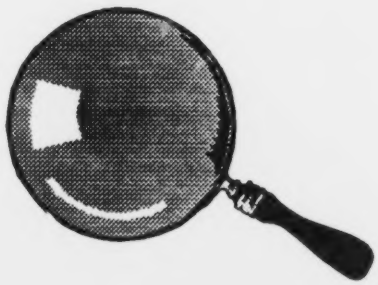
WEEK 7

Completion of facilities, shelving, inventory ordering, agreements on marketing policies, plans (and some production) for publicity, formation (and orientation) of essential workers (students and consultants). Hopefully, it is possible to focus on details of the grand opening. Priorities to assure a super grand opening should be clarified and assigned. Forms (e.g.- gift certificates, layaway cards, worker schedule board, etc.) should be produced in ample quantities, equipment and supplies should be collected, Marketing Committee materials should be produced, and finance procedures finalized. Key leaders will need to attend to finding priority needs and details, so it is suggested that they anticipate the value of an extended assessment conference during this week. If there are any serious concerns, it is important to reevaluate resources and procedures for staying on the announced time-line.



WEEK 8

Grand opening publicity and details are ideally the focus of this week. Of course, any facilities, shelving, inventory, marketing, or personnel needs will require attention, but the *announcement of the new bookshop needs to fill the community* while those important details are being completed. Because publicity normally requires at least two weeks to unfold, this would be an appropriate time to saturate the school with involvement and awareness of their new bookshop. Start with the school and expand the timing of awareness and excitement to community publicity after the student body has been alerted and involved (e.g. - bookshop name contest, student body orientation, etc.).

WEEK 9

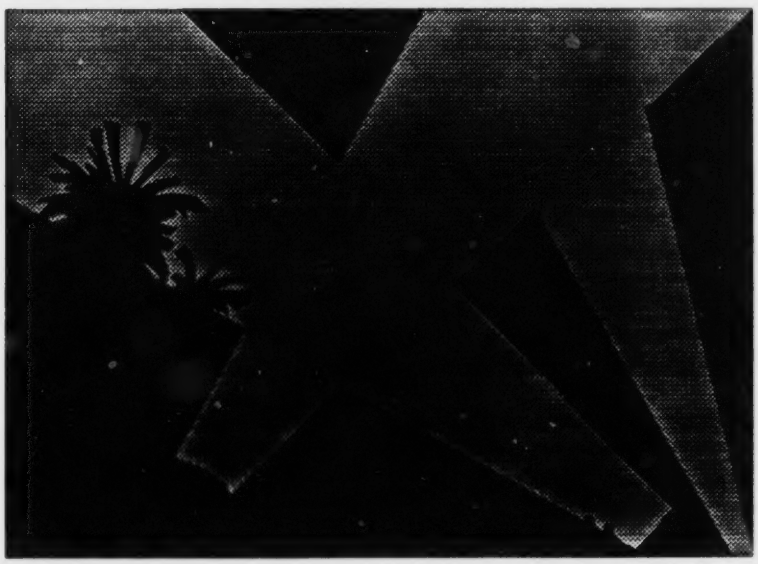
Continuation of the publicity program and final productions for full operation of the grand opening will be the focus. However, it is important to also consider those details that will follow the grand opening to assure a continuing enthusiasm among customers and potential customers. It is also important to assure recognition of everyone who contributed to the successful opening of the new bookshop, which may require some advanced planning no later than this point in the time-line. Publicity to parents and the community through direct announcements and public media, confirmations of grand opening VIPs, polishing the grand opening preparations, and reassessing details will begin to simulate the excitement of a dress rehearsal of the grand opening of an opera.

WEEK 10

Last minute details, taking advantage of any remaining publicity opportunities, and having a full planning committee report meeting will be useful at this week before the grand opening. Check that all major tasks (and their back-up plans) are confirmed to be in place Key leaders should be able to verify each of those confirmations.

WEEK 11

Grand Opening!



WEEK 12

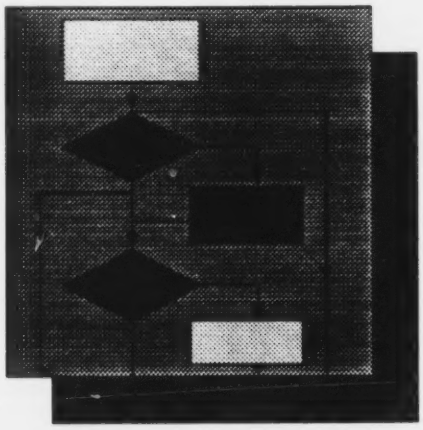
Evaluation meeting of the planning committee to assess the grand opening and to confirm that the first week of routine operation is functioning as hoped. Be sure that all appropriate notes of appreciation, all promised prizes or awards, and all proper grand opening follow-ups are completed or promptly assured.

The Inventory Committee should be ready for reordering, the Marketing Committee should be assuring that customers are appearing, the Publicity Committee should be touting results of the grand opening and enticing customers by announcements of great buys and activities from the bookshop, and the Personnel Committee should have some notion of how work plans are functioning.

This week after the grand opening is NOT a time to let up on the clear establishment of the new bookshop. The student body must now realize that the bookshop is not a one-shot deal similar to the book fair. The bookshop staff must now begin testing their ideas for continuing successful operation without the gala fanfare of their grand opening. This will be a time to really hang in there as you move from the adrenalin of getting started to the stages of perpetual motion.

The next two months will begin to offer the challenges of the real business world. That world is not prone to reward those who turn to excuses rather than ideas. If the planning has produced a good beginning of the new bookshop, the same planning style will likely meet the challenges that are certain to be offered. Take time to appreciate and congratulate each other for a super grand opening and first week. Give renewal to determination and support of your first year. The first year is by far the most difficult in any worthwhile endeavor. Our project bookshop leaders uniformly confirmed that a concentrated effort and demanding time-line throughout their first year made the following year almost a breeze and was the key to establishing their perpetual program.

SUGGESTION: Make adjustments in the above time-line to suit your own estimates, then assign dates to your final time-line. Make a list of each task for each week and be sure to have the name(s) of responsible persons for each task. Be certain that the entire team sees the total time-line so they clearly recognize the interdependence of their task completion with the total plan. It may be helpful to keep a chart of all tasks with their dead-line dates and indicate when each is completed.



PLAN - PREPARE - PRODUCE
Anderson, IN South Side Middle School Buc's Bookshop

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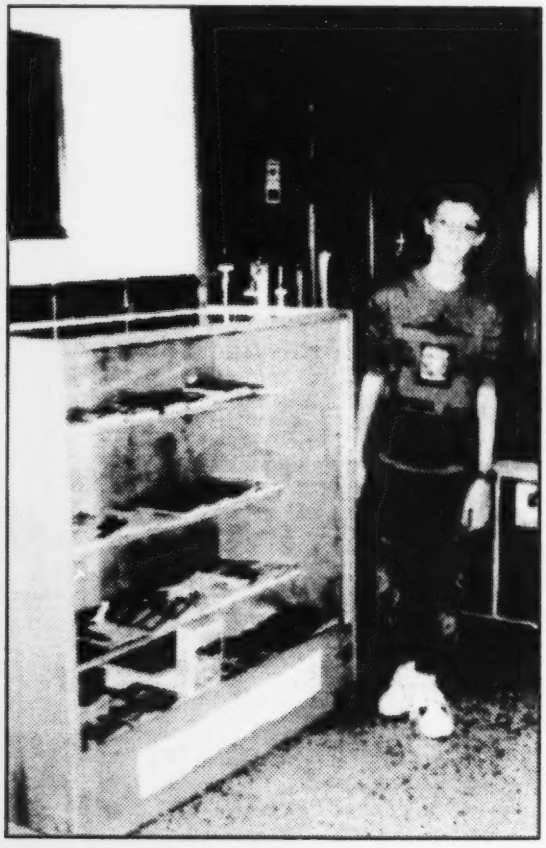
STUDENTS VIEWING BOOKS



DISPLAY CASE

MOVEABLE CASE

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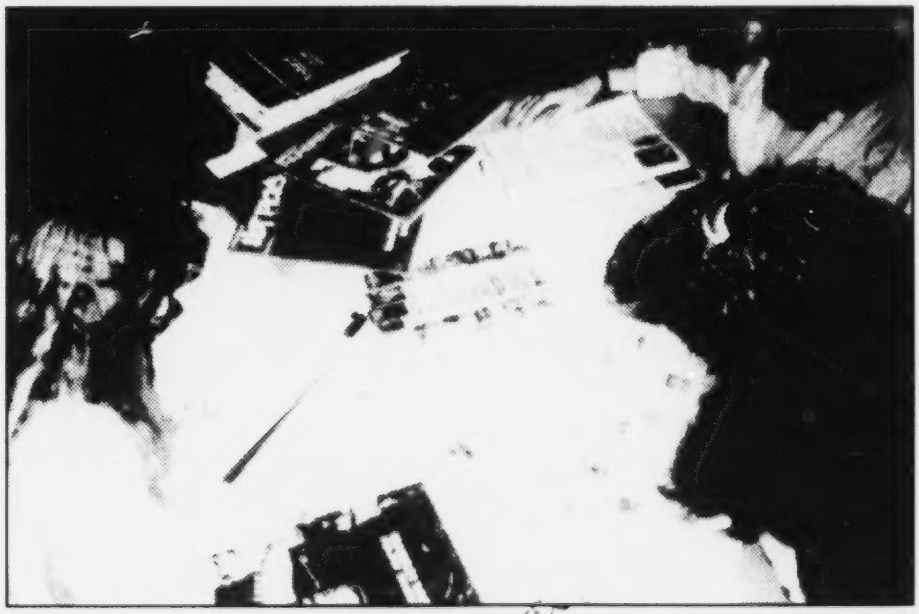
PLENTY OF SHELF SPACE FOR A LARGE VARIETY OF BOOK TITLES IS A GOAL OF EVERY BOOKSHOP. At Marion, IN Jones Middle School officers prepare for the customers entering the lunch room. The "Bodacious Bookstore" Board was initially almost 100% boys, later becoming more co-ed. A heavy rolling flex wall that spanned the entire area provided security when not in use. They also had an electronic bulletin board on the wall to advertise every day.

AN INVENTORY COMMITTEE POURS OVER NEW CATALOGS TO FIND GOOD BOOKS TO ORDER. This is a time-consuming job, but selecting popular books is a most important challenge done far better by students than adults.



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HALL WAY DISPLAYS

Featuring a special sale of *Knots on a Counting Rope* (Bill Martin, Jr. and John Archambault, authors, Ted Rand, illustrator), this Bookshop hall way display shared items produced by students of one classroom last October.

Discount conversion price chart at a middle school paperback student Bookshop help customers and clerks quickly calculate the great savings available.

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THREE KEY POSITIONS OF THE STUDENT BOOKSHOP

Good Team work helps assure a successful Bookshop

Every organized activity depends heavily upon the commitment, enthusiasm, ability, and stability of key leaders. Usually there are only a few upon whom most others depend to assure the impetus for action and accept the responsibility for both guidance and ultimate decision-making. It is rare that enduring growth and success will result from reliance upon only one solitary leader. It is unusual that any leader can approach his or her potentials in isolation. When everything depends upon one person, most things will eventually stagnate and collapse. However you choose to organize your bookshop, it is certain that you need to organize around more than one position or one person.

Experience has suggested that there must be at least three key positions in a successful bookshop: the student leaders, the adult advisors, and the school administrators. You notice that each of these positions are identified in the plural. Although some good bookshops were initiated with only one person representing each key position, it was consistently demonstrated that leaders were more efficient, more enthusiastic for longer periods, and less likely to leave the bookshop adrift when each key leader had at least one good assistant. It is recommended that a new bookshop recruit an assistant for each of the following key positions even in the planning stages. However, we know that it is entirely possible for one unusually strong leader to be the main instigator of a new bookshop.

THE ADULT ADVISOR

Although it is fundamentally essential to insist upon student leadership in the successful student bookshop, it is naive to initiate any student activity without strong adult guidance. This is particularly obvious when considering students of the middle grades ages. Therefore, the student bookshop concept is built upon the concept that the student leaders are learning to be effective leaders under the non-directive guidance of effective adult advisors.

During the first two years of the student bookshop experiment it was apparent that the bookshop advisor needed to be capable of non-directive guidance. This means that the advisor mostly asked questions of the student leaders, rarely used any veto power, and seldom initiated the decisions. The adult advisors naturally have more knowledge of resources (what is needed, where to get it, and how to use it). The adult advisors do not have the power of peer influence, the ability to model peer potentials, nor the perspectives of the middle grader. When there is a question about who should lead and who should follow, the good advisor makes every effort to prepare the student leaders to demonstrate their leadership potentials. You may call this role the power behind the throne, the teacher, the parent, mentor, or sage; but we call it the advisor.

THE ADVISOR USES QUESTIONS TO GUIDE

The main tool of the advisor is asking crucial questions for the students to consider. Some times the students do not select the answers preferred by the advisors or other adults, but sometimes those answers are actually superior. For example, when we asked three teachers and three students to select 50 good paperbacks from the same catalog, there were only 20% identical selections. Furthermore, the student selections were vastly more popular with student customers than those selected by the teachers.

Successful advisors developed and used very leading questions often. When advisors were conferencing with the bookshop president, it was typical to hear, "Do you think you will need to ...?". This is a very different style of advice than offering a list and allowing students to select from it. perhaps the borderline is when the advisor asks the student leader if s/he would like the advisor to compose a list for their consideration.

Successful advisors recognized that good learning can come from failure; so long as the failure is not devastating (and it seldom is) and not at all the usual experience. Nothing succeeds like success, but periodic small stumbles can alert learners to the need for carefully analyzed planning. It is also not rare that students succeed at a plan adults predict happening during our two-year experiment.

To minimize the burden on the adult advisor (usually a volunteer or minimally subsidized leader), it is suggested that at least one assistant advisor be recruited for each regular student board committee (see board committees). This allows the advisor to focus upon the student executive committee (no less than two student leaders). Furthermore, one assistant advisor should always be prepared to promptly move into the advisor role should anything prohibit the advisor from being available to the student leaders. Student leadership can quickly become very insecure without an adult liaison. If for no other reason than guaranteeing the student leaders that they have an adult liaison available to them at all times, there needs to be at least one assistant advisor very early in the development of the bookshop. Equally important; the adult advisor needs an assistant who can exchange adult ideas, confirm adult role choices, share the adult duties, and watch the "back door". As students enter and graduate at the school, it is the adults who tend to provide the continuity there. However, adults also move on eventually, and advisors need to assure the endurance of the bookshop by preparing for their eventual replacement (whether by plan or by unexpected circumstances). Just as the students must continually recruit and train their replacements, so should the advisors.

Whether the advisor is a school librarian (who often has more flexible time during the day and obviously has much literacy knowledge), a classroom teacher (who tends to have special insights to student perspectives), a parent (who may have an advantage as an authority figure without routine authority duties at school), or an enthusiastic "other"; the advisor must have the support and confidence of the school principal. This is the primary reason that we recommend that the school principal actually appoint the officially designated advisor. In practice this may be a matter of merely officially accepting the

offer, but it should be clear to everyone that the head advisor has the endorsement of the school administration as the adult advisor of the student bookshop at that school. It is also important that the advisor has the commitment of the principal to give every reasonable support to the advisor and the bookshop implied by that endorsement. Hopefully the advisor enthusiastically volunteers for the position and is regularly encouraged by the principal's overt support.

THE SCHOOL PRINCIPAL

Vital to success, the bookshop needs some facility space (permanent or portable), privilege and support similar to any co-curricular activity of the school, an activity fund account, and genuine encouragement of the school administration. Assuring these foundations represents the leadership role of the school principal. Every teacher knows that most school programs progress when they have the strong support of the principal. During our project experiment, this was also clearly evident. When the principal was innovative, enthusiastic, and outwardly supportive of the bookshop, the bookshop usually had an equally effective advisor and a steadily growing success rate.

As mentioned above, the principal must be involved in the initial planning steps of any bookshop. The principal should not be expected to personally play an active role in the bookshop, but should be personally committed to the bookshop as an activity that complements the highest ideals and goals of the educational program. The principal does not need to make it happen, but does need to assure that it can happen. Some principals help it happen whenever they see an opportunity. Some principals look for opportunity on a regular basis. The vital role of the principal is to *want* the bookshop to succeed at that school.

STUDENT LEADERS

Who are the student leaders, how are they selected, how are they guided, and how do they function?

To initiate a bookshop it is recommended that the advisor and principal agree on at least *two* dependable, capable, and energetic students to start the tradition of quality bookshop leadership. The students need not be popular, but should be respected by their peers and teachers. They should have some self-confidence and aptitude for innovation. They need not be the school scholars, but should be capable of anticipating fairly obvious contingencies. These first student leaders are appointed to help establish the foundations of a perpetually successful bookshop at the school. They should understand that they would likely face considerable challenge as pioneer leaders. They must help lead the revolution and guide the development of the constitution. They must consider the bookshop their primary co-curricular activity and important portion of their daily challenges. More than those who follow, these first student leaders will face the joys of creation and the jolts of frustration.

The first student leaders should read this manual early in their involvement. Not because it is the ideal pattern of operation, but because it is based upon considerable experience in diverse approaches. They need to have some framework from which to form their modifications, priorities, preferences, and resources. They should be encouraged to read the manual as they would read a novel rather than reading a code book. Later they may want to refer to specific sections for more studied suggestions, but they need to see the over-all concept as much as any adult leader. We can verify that this is not beyond the appropriate fifth or sixth grade student. Much as adults do, they will skim over much, but they will also sense much from their quick preview.

THE KEY THREE SET THE STAGE

With the key three representatives recruited, they should meet to agree upon the essentials of their new bookshop: where will it be located; when will it be regularly open; what materials, supplies, and inventory will it need at the start; how will it be financed and publicized; and who is needed to skillfully and enthusiastically fill key positions? Once these basic goals are formed, the remaining questions are: who will do what to assure these essentials are in place, what are the time-lines for each task leading to the grand opening, and who/what are our resources at present for potentially filling each need. This manual offers some ideas for each question, but the key three will have to create their unique mixtures of answers.

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THE STUDENT BOARD OF DIRECTORS

In order to create the Student Board of Directors it is most typical for the principal and advisor to recruit only two students of outstanding potential for effective leadership. These two can then assure student input for the initial organizational design of the Board.

It is recommended that the initial Board be small enough that every member has a specific responsibility they can handle, yet large enough to assure attention to each major task. It is not necessary for every student worker to automatically be a Board member. However, each worker should be of the quality to become a Board member candidate and be given the opportunity to serve on the Board for some term, if they desire and qualify.

THE EARLY MAJOR BOOKSHOP TASKS are to:

A. Identify a suitable school location for the bookshop. A room may be ideal, but even a space in the hallway is possible. See appendix for plans to inexpensively construct shelving, including portable shelving. The bookshop should be located in a fairly popular school traffic area.

B. Obtain (build, borrow, or buy) some suitable shelving. The type of shelving depends upon the facilities designated for the Bookshop. The two categories of shelving are permanent or portable (or both). It may be useful to create an ad hoc committee of two students and one adult consultant to focus on this important task. If there is to be painting, etc. you may want to recruit a few more helpers for those tasks.

C. Order an initial inventory (approximately 500 varied category paperback books is suggested: see appendix for Initial Inventory). This usually requires considerable lead time unless you rely upon a recommended list. Obtaining annotated catalogs from distributors is important for continual ordering, but at first consider using an available good list or recommended selections of the distributor offering the best price and service. *It is truly important that students soon make title selections.* Frankly, adults tend to select "good classics", while students select titles that will attract their peers and sell. A committee of about four students with one assistant advisor or consultant is suggested. As this will be a continuing task, it is suggested to identify a student for Inventory Committee chairperson who may serve on the Board.

D. Publicity will continue to be crucial task of the Board. A committee of about three students and an adult consultant is suggested. Because this will be a perpetual task, it is suggested that one student be selected as Publicity Committee Chairperson to serve on the Board. The main role of the publicity committee is to advertise the activities set up by the Marketing Committee. We have included numerous publicity ideas elsewhere in this manual and others will appear in our newsletters.

E. Marketing will be an on-going task needing a small committee and a chairperson to serve on the Board. This committee will also benefit from an adult consultant. The matter of setting prices, organizing special events and sales, decorating the Bookshop area, attending to good displays, etc. are a continual challenge aimed at enticing more satisfied customers to literacy at the Bookshop. Some bookshops have a separate team to keep the Bookshop orderly and clean, but decorating is part of the marketing concern. We have a collection if marketing ideas included in this manual. More marketing ideas will appear in our newsletters.

F. Someone will need to keep track of finances and keep the necessary receipts, records, budget, etc. Often called the treasurer, this student should be on the Board and will want periodic adult consultant help. It may be best for an adult to set up the initial bookkeeping plans and forms as the school will need to allow annual activity account formats required by government. Incidentally, most states do not require school activities to charge sales tax, but you should confirm this exception in your state with the state department of education. A sample budget form is available in the appendix of this manual.

G. Of course, an initial funding must be obtained. It may be necessary to devote considerable effort to this task if you choose to raise funds from activities, such as book fairs or cake sales. Read more on this under *Fund Raising*, but here it is mentioned because it may require an ad hoc committee effort of primary attention to the new Bookshop. Rather than rely solely upon future profits to perpetuate the growth of your bookshop, consider reviving a fund raising plan once your bookshop becomes more mature. This will help in building that all-important large and varied paperback inventory. There is some merit in contemplating that fund raising will be more than an initial experience.

In summary, *the Student Board of Directors will likely need at least six very select members to initiate the Bookshop.* By some title; the president, vice-president, treasurer, publicity, inventory, and marketing leaders comprise a skeleton Board. Each member should have very clear duties, but the president's prime duty is to see that the others are getting the support and communications they need to complete their tasks. The advisor is the key person to suggest adult and material support resources to the president, and to help orient assistant advisors or consultants. It is suggested that the advisor have a (rarely used) veto, but no vote on the Student Board of Directors.

It is suggested that the vice-president should be prepared to substitute for the president and be keenly alert to ad hoc or special committee activities while the president could focus on the key committee activities and Board communications. In the early days of the Bookshop, the vice-president might lead the ad hoc shelving committee and work with the fund raising committee.

Should the Student Board be appointed or elected? It is recommended that the two initial student leaders be appointed by the principal and advisor. The other initial leaders could be appointed by the adults or students, but hopefully in general agreement. After the foundation tasks are begun, it will be best to establish a simple, more democratic format for selection of some or all Board members. It is recommended that the first executive committee be hand-picked, appointed, working leaders. They can form their "constitution" for on-going procedures as part of their pioneering tasks.

Be prepared that even carefully appointed leaders (of any age) may wane in their enthusiasm and begin to shirk in their pledged assignments. There needs to be some reasonable criteria that suggests replacement of workers. This will be minimized if there is a carefully established procedure of eligibility and orientation of Bookshop Board members and workers.

Recruiting good Bookshop workers

It is suggested that candidates for Bookshop workers (employees) be required to obtain two or more teacher recommendations, parental approval, and a brief screening by senior Board members that includes a formal description of expectations. Dependability is a major criteria for a good Bookshop member. Cooperative and cordial relations with others is another important characteristic of the good Bookshop member. Sales persons may need the courage to enforce Bookshop manners by peers, and Bookshop workers will need to be trustworthy. These could be some of the criteria mentioned in a recommendation form for nomination as a new Bookshop worker. It is recommended that Bookshop officers be selected (as soon as possible) by Bookshop workers, not from a popularity vote of the student body. Some Bookshops set pre-requisite qualifications for key officers, usually including at least one semester of Bookshop service with high quality performance. The appendix of this manual includes a sample "worker" application form.

Involve the entire student body

One more criteria is recommended for Board workers and members: *be sure that each middle grade level of students has some representative voice in the bookshop.* We found that it was a mistake to delay involving the new middle grade students. They often were excellent workers and were essential to replacing the senior members graduating from the Bookshop ranks with good transition. They also provided a special viewpoint that was important to the success of the bookshop in many ways, including inventory selection and publicity. One idea that paid off for many project Bookshops was to recruit at least one new worker from each feeder elementary school who was highly recommended. This often resulted in building a very strong Board based upon outstanding new students who had little other leadership opportunity as a new student. Enlisting the best new students will logically result in a strong future board and immediate attention to the bookshop from the other new students. Assign these new stars to different committees to assure their input throughout the Bookshop every year, including the first year of operation.

BUDGETING AND FINANCIAL ACCOUNTING

Simple budgeting and accounting is recommended. Budget income is primarily derived from the sale of new paperback books obtained at good discounts (see Distributors). The Bookshop should strive to obtain all new paperbacks at 40% discount or better (see inventory). When ordering many titles within a single order, the shipping and handling costs should be very minimal. To encourage sales it is recommended that 10% (or less) "profit" should meet the demands that allow the Bookshop usually represents a 30% customer discount on all book cover prices. After all, there are no appreciable over-head expenses. Income from donations, non-book sales or resale's (see Marketing), and any fund-raising activities may represent the major sources of Bookshop income.

Expenses are primarily due to wholesale costs of new paperbacks, wholesale costs of non-book inventory, equipment, supplies, and marketing (includes the cost of customer bonus items, etc.). It is highly recommended that at least 80% of the total Bookshop budget be reserved for new paperback inventory expenses.

It is virtually essential that the Bookshop have a standing **Finance Committee**. *The school secretary responsible for the school activity accounts should be an automatic ex-officio member of that committee.* Contents of a suggested simple treasurer budget form for periodic reporting include:

INCOME:

New Book Sales .....$_____
Book Club Sales .....$_____
Used Book Sales.....$_____
Non-book Sales.....$_____
Donations Received $_____
Activities Receipts.....$_____
Supply Income.....$_____
Miscellaneous Income$_____
TOTAL INCOME = $_____

EXPENSES: *

New Book Orders .....$_____
Book Club Orders .....$_____
Used Book Purchases..$_____
Non-book Orders.....$_____
Equipment Costs.....$_____
Activities Costs.....$_____
Supply Costs.....$_____
Miscellaneous Costs....$_____
TOTAL EXPENSES = $_____

***attach receipts for every expense**

CASH ON HAND (Bookshop Account *plus* Cash Box)

Beginning date _____
Report Date _____

ASSETS (optional)

Unsold inventory value....$_____
Equipment value..... _____
Supplies value..... _____
Miscellaneous values..... _____
TOTAL ASSETS.....$_____

LIABILITIES (optional)

Outstanding bills .....$_____
Committed bills..... _____
Security losses..... _____
Miscellaneous..... _____
TOTAL LIABILITY...$_____

COMMENTS:

Your State Department of Education or your school board may have a standard school activity accounts budget report form. If so, it is recommended that the BOOKSHOP budget form be very similar to those required forms in order to make needed reports as simple as possible.

The budget report periods may vary, but it is suggested that there be at least monthly written finance committee reports prepared for the student Board of Directors. It is also suggested that the Bookshop identify some uniform fiscal year (often the month that ends the school year or the calendar year) for an annual summary budget report. Again, the fiscal year required by other school activity reports should be considered i setting the Bookshop fiscal year dates.

There are distinct advantages in developing some cash box reports to be completed by Bookshop clerks every time the cash box is used. Usually no more than $10 in cash for sales change is ample for the clerks' cash box. The standard cash box amount should always be exactly the same each time the cash box is checked out by any clerk. Upon return of the cash box (often to the school office), there should be signed receipts for every sale of that period. The sales receipt and cash should match cash box starting cash and sales income amount. A sample daily cash box budget report might look like this:

SCHOOL BOOKSHOP DAILY CASH BOX REPORT

Date _____ Time out _____ By clerk _____

Regular Cash Box Change amount ($10) checked out by _____

Sales (attached cash receipt copy and any coupons)

Items sold (list each)	INCOME CASH	COUPON VALUE
_____	$_____._____	$_____._____
_____	$_____._____	$_____._____
_____	$_____._____	$_____._____
_____	$_____._____	$_____._____
_____	$_____._____	$_____._____
Totals	$_____._____	$_____._____

Total cash PLUS coupon value $_____._____ - $10 = $_____._____

Returned by worker _____ Time IN _____

Received by clerk _____ Date _____

It is suggested that daily cash box reports be summarized at least every month for the Bookshop Treasurer report to the Bookshop Student Board. All receipt copies and coupons should be attached to the periodic reports. The list of sales should be summarized on a periodic inventory report submitted to the Inventory/ordering Committee (See Inventory Committee). When the periods determined for budget reports match the same period time for inventory reports, the Bookshop Student Board can see all current financial matters in a coordinated report. Again, these reports should be no less than monthly so the Bookshop Board can stay current in their information about assets and liabilities.

There is no question that record-keeping is a pesky but essential task of any and all businesses. Students need to learn that the job is not finished until the paper-work is done. However, the school secretary who continually has the task of checking in and out the daily cash box plus serving as an expert member of the Finance Committee does not usually need such education. It is highly recommended that the Bookshop Board offer some suitable symbols of appreciation to that patient school secretary.

FINANCE COMMITTEE COMPOSITION

Many Bookshop leaders find it very prudent to have a volunteer adult advisor on the Bookshop Finance Committee who assumes responsibility for guiding Finance Committee students in daily, periodic, and annual financial report development. This will also ease the burdens on the school secretary responsible for school activity accounts.

Finance Committee composition can vary according to what seems most efficient for each Bookshop. The Bookshop Board should have a student Bookshop Treasurer either elected or appointed according their own choice. Hopefully there is also a volunteer adult advisor to that treasurer. The size of the membership in the Finance Committee should be small enough to assure that every member has some responsibility and large enough that no member has a burdensome load.

The Finance Committee probably needs to meet briefly each week at a regular time to verify good accounting and procedures of Bookshop finances. In case the treasurer faces some inability to function, there should be at least one assistant treasurer. It may be useful to have one member focus on cash and coupon reports, and another member focus on sales item reports to the Inventory Committee. Somehow the receipts and coupons must be processed and stored in an organized, clear manner. If the Finance Committee remains small, it is more likely that weekly meetings will be better attended and effectively brief.

Although some Bookshop schools have seen value in letting a math or accounting class use Bookshop data for course learning materials, it is usually not wise to have an entire class serve as a Bookshop Finance Committee.

THE FINANCE COMMITTEE AS LISTENER AND ADVISOR

It is suggested that the Finance Committee remain alert to recommendations of clerks, inventory committee, and the school activity accounts secretary regarding the efficiency and convenience of the Bookshop finance reporting forms and procedures.

The Finance Committee has some responsibility to advise the Bookshop Board when it appears that either income or expenses seem inconsistent with Bookshop goals. *It is not the goal of the Bookshop to develop large net income as this would suggest that the Bookshop should be offering lower customer prices to encourage more literacy.* If the Bookshop is to continue indefinitely, there must be sufficient effort to minimize any expenses that do not appear to encourage literacy or assure reasonable convenience to Bookshop workers or customers. When the Bookshop Board realizes some challenge to offer maximum discounts and literacy to customers the Board will likely be more creative and frugal in their deliberations. This is healthy to both the learning of business operations and encouragement of literacy.

In some sense, the Finance Committee may serve as a conscience or a mirror to the Bookshop Board based upon the values reflected in the budget and the efficient use of available resources. The Finance Committee may find it proper to recommend that the Board *seek added income through new activities, donations, or improved marketing.* The Finance Committee is often the first to realize a need for increased attention to publicity or marketing efforts of the Board. This is obvious when there are very few sales over a period of time. Certainly this would be a concern if any Bookshop had an entire week without on sale.

Security - External and Internal

It may be awkward to face an obvious internal security problem. There is no easy way to deal with a customer or worker known to be stealing money or inventory. It is much better to establish systems that make such temptations very unlikely. The Finance Committee can contribute to this positive approach to security by insisting upon simple but demanding reporting of all Bookshop accounts. To accomplish this, it is necessary for the Finance Committee to be aware of the total Bookshop assets including money, inventory, equipment, and supplies. It may be the responsibility of other Bookshop committees to develop solutions to security problems, but it is often the Finance Committee that will first spot the need for such solutions.

BOOKSHOP INVENTORY COMMITTEE

PROVIDING A POPULAR INVENTORY IS THE FIRST CONCERN

Selecting book titles that will appeal to customers is the primary function of the inventory committee. This requires having DISTRIBUTOR CATALOGS of available titles (preferably annotated with price lists) that could be ordered. Keeping a good selection in stock involves deciding how many different titles, but also how many copies of any one title. The practical limitation of available funds for investing in inventory must be considered in both the selection of individual titles (or multiple copies) and the total budget for inventory. When budget is tight, the Inventory Committee must be exceptionally effective in ordering popular titles.

There are also mechanical concerns. Considering what can be done with titles that do not sell as hoped, learning how to avoid delayed shipments, and how to keep track of inventory are added concerns of the Inventory Committee. Also, developing an effective plan of encouraging *special (often pre-paid) orders* for customers, the possible processing of *Book Club orders*, supporting *teacher requests* for course supplemental recommended books, and even obtaining curriculum books for classroom or library use may be part of the tasks of the Inventory Committee.

CUSTOMER SURVEYS ARE OFTEN VERY HELPFUL

It is suggested that the Inventory Committee also establish some procedure for periodic surveys and/or suggestions regarding their inventory. It is obvious that this can easily be very busy and demanding committee of the Bookshop. Every Bookshop should maintain a current sample of several distributor catalogs. Simply call distributor toll-free numbers or write to request catalogs. A new Bookshop should collect several distributor catalogs as soon as possible.

DISTRIBUTORS AND CATALOGS; THE VITAL TOOLS OF INVENTORY

The primary resource of the Inventory Committee is the paperback distributor. The **criteria of a good distributor** is one that;

A. **assures discounts of approximately 40 %** on small (under 50 book) orders. Some distributors also offer periodic sales with special discounts and all offer larger discounts for larger orders. It is necessary to shop for your best distributor and continually survey good offers by a variety of distributors. It may be best to stay with one or two really good distributors than struggle to keep abreast of many. A list of particularly favorite distributors recommended by project Bookshops is attached.

B. **provides an annotated catalog (with prices) of a large total inventory** that is fairly current and contains many titles considered popular by your customers. It is also helpful when there are occasional supplements to an annual catalog with new releases and very popular titles.

C. **offers a toll-free telephone number** that is serviced by quick answer and courteous employees to clarify business questions. Note: it is not recommended to place orders of more than a few books via telephone. Most distributors do have a fax number for receiving orders, but that may not be a toll-free number. Fax orders do expedite your order and assure written copies of the order for both the Bookshop and the distributor.

D. **provides prompt and inexpensive delivery service.** Economy delivery should not require more than 10 days after orders have been received, even on large orders. Recognize that delivery costs on small orders will increase your cost pre title, so try to organize your procedures to allow fewer orders with more titles per order.

Favorite Project Bookshop Distributors:

Ingram Library Services (800) 837-8000
1125 Heil Quaker Blvd.
LaVerne, TN 37086

Mr. Paperback (800) 525-7204
2914 Independence Dr.
Ft. Wayne, IN 46808

NACSCORP* (800) 622-7498
528 E. Lorain St.
Oberlin, OH 44074-1298
**see section on NACSCORP; best for small orders, but requires Bookshop Network Membership*

Scholastic/Readers Choice (800) 325-6149*
P.O. Box 7501 *will refer to local representatives
Jefferson City, MO 65102 who may not have toll-free calls

The Bookmen (800) 328-8411
525 N. 3rd St.
Minneapolis, MN 55401

The Book Clubs

Most students and teachers are familiar with Book Clubs. They have a small catalog of selected titles distributed each month at *extremely* attractive prices. Their prices are likely to be the very best available, but their list of offerings is likely to be quite limited. They usually offer some bonus plan, which even further extends the financial advantage of the Book Club distributor.

If the Bookshop decides to conduct a Book Club sales program, it is important that they do not compete with any teachers who have traditionally provided that service to their class. Some teachers may welcome the Bookshop taking over the task, but others may resent it. Some Bookshops arrange mutual compromise that pleases everyone by sharing bonus gifts with the teachers who distribute order forms. The Bookshop keeps the records, handles the money, and assures proper delivery distributions. One distinct advantage to everyone when the Bookshop handles the Book Club orders for the school is that they likely earn more bonus points with larger orders. Because Book Clubs do have such fantastic prices, it is recommended that every school somehow offer this program with at least one of the Book Club distributors. Because the Bookshop is committed to supporting literacy, helping teaches continue and enlarge the Book Club program without any financial benefit to the Bookshop is not unrealistic. If no teacher offers Book Club services, the Bookshop should definitely consider including this in their program.

Book Club Distributors:

Scholastic Arrow (gr.4-6) Tab (gr.7-9) 2931 E. McCarty St. Box 7503 Jefferson City, MO 65104	(800) 325-6169 (also posters - see below)
Troll Book Club Grade Level 4-6 Grade Level 6-9 320 Rt. 17 Mahway, NJ 07430	(800) 541-1097
Trumpet Book Club Primary (K-3) Middle (4-6) P.O. Box 604 Holmes, PA 19043	(800) 826-0110

MAGAZINES AND POSTERS AS RESALE INVENTORY

Depending upon your Bookshop perspectives and energies, you may find that magazines, sports cards, comics, posters, etc. are appropriate and desirable. Some Bookshops find that these items are effective for attracting customers into the Bookshop and into beginning personal literacy. Often these items can represent very useful literacy which may not be recognized as such. Reading statistics and biographies on sports cards is certainly a useful reading skill. For some students, reading one word on a poster represents their first attempt at personal literacy. Some research suggests that the average comic book represents a reading difficulty equal to most high school novels, and magazines (such as Sports Illustrated, etc.) often challenge the average high school reader. Of course, personal interest and motivation can entice readers to endure challenging reading; and that is precisely the reason we suggest these items are appropriate inventory at the middle grade student Bookshop. One major distributor of posters is:

Argus Communications (800) 527-3560
P.O. Box 6000
Allen, TX 75002

ORGANIZING YOUR INVENTORY TASKS

Once you have collected current catalogs and compiled your order you must create a written order form. This should be done even if you special order one book that you order via toll-free telephone order. **You need written details on every order made and every item actually received.** Some distributors will not accept any telephone orders because there can be later disagreements about what was ordered, costs, etc. without a common written order form.

Using ISBN numbers assures that you are ordering the exact book you want, but some companies have their own item numbers for each book which you must use when ordering from that company. **Using order numbers for each title will help minimize problems.**

When ordering you should **clearly state how many copies** you want for each title, even if you want only one each.

Also, be sure you have clarified if you want **library cards inserted** (and verify the extra cost for that added service), if you will or will not accept any **back orders** (usually you do not want to accept back order billings as it ties up your inventory funds too long in most cases), and what shipping/handling costs are to be added.

You must clarify to distributors the exact mailing name and address ! Book orders sent to the school without being addressed to BOOKSHOP will usually be delivered to the school library. This can create knotty problems for the librarian, custodians, and the Bookshop. It will often result in the wrong account being charged, confusion resulting in accidental return or "lost" storage of orders, and disappointments between you and the distributor.

Once the order has arrived you should **immediately (no longer than one week) check your items against the packing list that should be with the order.** Identify any missing books and set aside for immediate return any damaged books. Distributors should offer full credit for any returned damaged books, but naturally tend to have a time limit for doing so, which is one reason you should check all received orders immediately.

It is wise to use the packing list as your first inventory record. Once you have verified that the order is received as expected (or clearly marked any item missing or damaged and returned immediately) you should *photocopy the packing list* with at least one copy. The original should be filed by the Finance Committee, but copies can be used by the Inventory Committee and also (if desired) by the Bookshop workers to mark off sold books with each sale. This is a direct method of keeping a record of stock on hand, getting ideas for re-ordering popular books, and a simple way of reporting sales. You may want some other method of doing these needed tasks, such as using computer databases, sold slips, etc. to suit your experience and needs.

A LARGE AND VARIED INVENTORY IS AN IMPORTANT GOAL

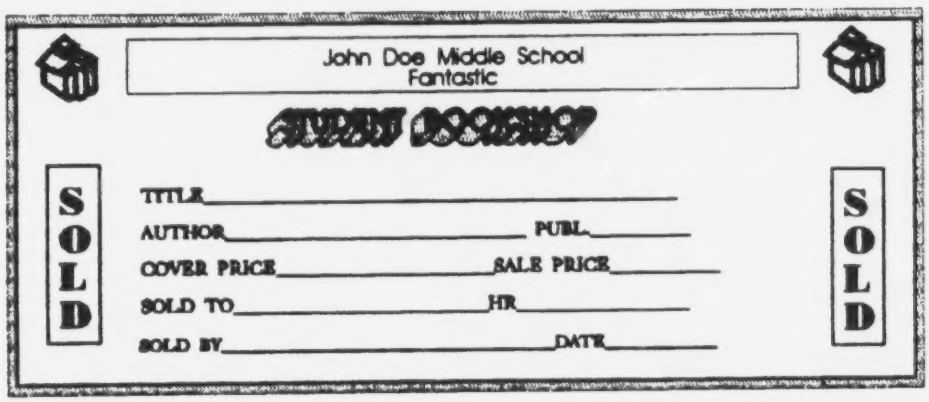
A large and varied supply of popular books is the very best element is good sales. The Inventory Committee needs to continually strive for that standard. *One of the most common complaints of customers at a faltering Bookshop is a small selection.* The smaller the selection, the more important is the wise selection of popular titles ordered.

The Inventory Committee may be responsible for shelving books (this may be a duty of the Marketing or Personnel Committees, as you decide). Who ever shelves the books should realize that *when ever possible, books should be displayed face forward* (so customers see the cover, not the spine). Multiple copies could be stored spine out, but avoid the appearance of library at the Bookshop. Observe the commercial book seller displays and you will always see many books displayed cover forward.

If you have a very small shelf area, consider rotating books often (maybe weekly). This allows display of a greater variety of titles, keeps customers coming in weekly to see what is new on the shelves, and gives the assurance that your Bookshop may be small, but it is mighty and active. Strive to add space and shelving to display as large of a supply as you can provide to customers. Be creative in building needed shelving (see appendix for ideas in building different types of shelves that fit different needs).

Store books so they are secure from damage or theft, particularly during vacations. Custodians create dust, are rushed to move things about, and may even misplace your stock if not carefully stored when not in use. You must also consider security from theft, not only when the Bookshop is open, but also when it is not. Wet and damaged books will not sell, so protect them from accidental or natural damage that can be just as permanent as theft.

"***Sold Slips***" are used by many Bookshops to help with inventory records, daily money counts, customer receipts, etc. You can decide if you want to use this method of keeping track of sold books.



The convenience of the "sold slip" plan is fairly obvious. The Inventory Committee quickly knows what inventory was popular (to at least one customer), what category of inventory seems popular from cummulated sold slip tallies, and what may need to be reordered. By deleting sold titles from a copy of the original packing slip, the Inventory Committee can quickly see what inventory remains in stock, how long it has been available, and how many titles of any category are available.

PERSONNEL AND FACILITIES COMMITTEE

Peer influence is a vital element in the success of the Bookshop

Some one must serve the customers at the Bookshop. Call them workers, clerks, employees, or what ever best describes those vital people who deal directly with the customers. How the customer is served often determines whether or not that customer (and others they influence) will return (and bring friends). The entire student management concept of the Bookshop is that students can and do influence other students often more than any adult could. Student interaction is an important element in adolescence and it is fundamental in the Bookshop program. Social interaction is also an extremely vital skill in both career and personal life.

Good service means several specific skills to be learned and used

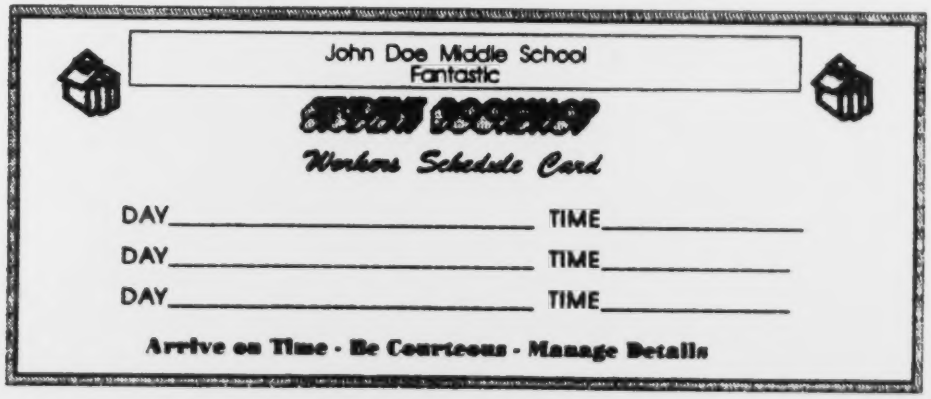
Service means many things. It also requires skills that many students have not yet learned. Orientation and continual support of personnel should be an important part of the Bookshop procedure. Among the skills needed to provide good service are courtesy, helpfulness, neatness, and reliability. Each of these have traits that could fill pages to describe, but we will now offer an example of only one of these elements and suggest ideas that could be in a good orientation program. We also want to share some ideas of how the Bookshop supports workers with guidance on becoming skillful in social traits. We will select "*reliability*" for our example.

How could you effectively share the traits of being reliable (or any trait)?

A. Apprenticeships. This means the novice works closely with a quality experienced worker who will "show them the ropes". Some of this help is almost certain to happen incidentally (by accident), but we are talking about being sure it is done properly. You might want a check-list of skills the "guide" will systematically discuss or demonstrate during the first weeks with a new worker. To be reliable, the new worker needs to understand that opening the Bookshop on time, with needed materials (cash box, etc.), and proper Bookshop arrangement are very important to smooth operation. Being late is not acceptable, leaving the cash box unattended is not acceptable, not having the key to unlock the shelves could mean opening late or leaving the cash box unattended. Of course, there won't be any books sold if the shelves are locked and customers begin to feel they can't count on the Bookshop being ready for business as promised. One nice factor about the apprentice approach to teaching reliability is having a personal model to watch and ask about details.

B. Orientation Workshops. Some Bookshops have a small booklet or several handouts that are discussed in "required staff meetings" for workers. This helps provide one common direction on procedures not always assured in the apprentice approach. Even experienced workers benefit from common explanation of new procedures. Because there are not often many new workers, these workshops can allow good opportunity for discussion and clarification. Much will depend upon the "teachers" of workshops being very well organized and thoughtful. In these workshops you describe exactly what reliability looks like and what is expected of every worker.

3. Visual Directives. Staff bulletins, handouts, written job descriptions, how-to manuals, diagrams, video or audio tapes are ways to explain reliability. Many people prefer to read or see a message rather than hear it. One nice thing about visual help is that you can usually refresh your memory without finding others to ask. Seeing a contrast between reliable and unreliable ways to open the Bookshop might help the new worker. Having a check list for opening the Bookshop might help. Having a written policy that says a worker may not be allowed to continue if they are more than one minute late to their assigned work time twice in any month might get a point across (if it is enforced consistently). It is not always easy to remember your work schedule if it changes very often, so the Bookshop can help by providing each worker with a **worker schedule card** they can keep. All Bookshops have some type of worker schedule board or sheet that shows who will cover each business period every week (plus special openings that week), and that should be posted someplace where workers can get to it. However, many pioneer Bookshops reported that they had far fewer accidental absences when they had worker schedule cards for every worker every week. This was very important if the Bookshop schedules changed.



Reliability in reporting on time, prepared to do the assigned job, staying on task during a scheduled time, and leaving the Bookshop in correct order when leaving on time is a trait that most Bookshops come to emphasize with all workers. It is good training for real business and it is important to the Bookshop that workers are very reliable. Visual supports can be very useful in improving worker reliability.

Another important procedure to establish in your Bookshop is handling unavoidable absences or tardiness. Workers may need a list of workers they could call for a substitute if they realize they must be absent or late. No one can guarantee they will never be ill the morning they are supposed to open the Bookshop, but it is reliable to be sure that some one fills in, even at the last moment. Every worker should be reliable in assuring their assigned work schedule is properly covered. The *Bookshop list of worker names and home telephone numbers will usually suffice as an emergency directory* because the school office can usually find students during the day. Letting someone know you will be late or gone is the most important step in this matter. Doing it as soon as possible is also very important reliability. Being willing to substitute at a moments notice is another part of being a reliable worker.

DISRUPTIVE CUSTOMERS

Once in a while a customer will blatantly violate Bookshop rules or common behavioral expectations. This usually makes workers very uncomfortable unless they know and use a clearly explained procedure. Notice that the worker must both know what should be done and then actually do it. For example, your Bookshop has a policy of no eating in the Bookshop, but two students refuse to take their candy bars outside. If a worker does not enforce the rule rather promptly those two students are very likely to create even more problems. In such cases, Bookshop workers usually have a designated adult they report to

for immediate assistance. Of course, that adult needs to perform their role immediately and clearly also. Another example of awkward worker experience is when money is missing from the cash box and another worker is suspected of taking it.

CONSISTENT POLICIES AND PROCEDURES ARE VERY HELPFUL

Knowing who is responsible for what, knowing that workers know how to do what is expected of them, and periodically evaluating how things are going for workers is all part of making the Bookshop "swing like the pendulum do". Workers must be reliable, but so must the policies and procedures you establish for your Bookshop. The Student Board and its committees need to meet regularly to communicate how things have been going, what things are ahead, and how you want to get there. People are the most important factor - people who are customers, workers, leaders, and advisors. People who are resource helpers, and people who are administrative supporters are important also, but the Bookshop is mostly dependent upon the Bookshop personnel.

yes !

That is what a Students' Own Bookshop is all about .. Students getting students to lead and read. It is worth noting that in any field, most leaders are indeed readers.

BOOKSHOP WORKER APPLICATIONS ARE RECOMMENDED

After getting your Bookshop established with the key leaders, it is recommended that you somewhat formalize the process of recruiting workers, Board members, and officers. The following page offers a sample of one Bookshop worker application that worked for them.

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BEST COPY AVAILABLE

John Doe Middle School
Fantastic
STUDENT BOOKSHOP

Application for Student Bookshop Staff Positions
(Please Print)

Student Name_____Grade Level___

Home Room____ Parent Name_____

Home Telephone Number _____

In consideration of this application, I understand and agree to the following:

1. Bookshop workers will be expected to be dependable in the performance of any task for which they volunteer and are assigned. Failure to be dependable in the opinion of the Bookshop executive committee (student officers) will be grounds for dismissal.
2. Bookshop workers may be requested to participate in interviews and/or orientation training sessions and serve in a variety of Bookshop positions. Officers must have demonstrated at least one semester of satisfactory performance as a Bookshop worker and may be replaced by the Bookshop executive committee or volunteer advisor for failure to perform duties of their office which effect the goals and procedures of the Bookshop.
3. Bookshop workers have the permission and support of their parent/guardian to participate as a Bookshop staff member, and automatically give permission for use of student photo or other media appearance in any publicity of the Bookshop or its national Network.
4. A condition of this application is giving permission to teachers to provide confidential recommendations of the applicant and understanding that there will be no explanations in case an application is denied by the Bookshop executive committee or volunteer advisor.
5. Bookshop workers will be entitled to purchase Bookshop items at 5% over Bookshop costs for their personal use only.
6. Bookshop workers are expected to maintain good personal conduct in all aspects of their performance within and outside the Bookshop or school. Personal misconduct can be cause for executive committee dismissal of any Bookshop worker. It is understood that participation as a Bookshop staff member is a privilege, not a right of any student.

Applicants may suggest two teachers to offer confidential recommendations:

A._____

B._____

Signed by Student Applicant_____Date_____

Signed by Applicant parent/guardian_____

THE MARKETING COMMITTEE

Marketing is the process of offering the best deal available for your product. When reading is our product in the Bookshop, the job of the Marketing Committee is to figure out ways to make books the hotest item owned by cool students. While the Inventory Committee orders books the customers want to read, the Marketing Committee gives customers reasons to buy them. The Publicity Committee has the job of telling everyone about those reasons and get customers into the Bookshop.

It is important that the Marketing Committee constantly remembers that their goal is to get students to read more. Do not confuse that with making more money. Measure your success by how many books customers read and how many customers you can get to read a book they own.

It may help to Marketing Committee to consider that the Bookshop does not need to make a profit. Actually, if students steadily increase their reading because of the Bookshop, it will be okay for the Bookshop to actually lose some money. That idea may need some explanation before the Marketing Committee understands how it is true. Here are some rationales used by the Marketing Committee to justify having little interest in making profit and even allowing some financial loss on purpose:

1. *The Bookshop has no overhead costs*, so you could stay in business forever by giving customers book prices at the same price charged by the distributor plus the minor shipping costs. That usually means that you could give customers 40 % discounts forever and keep the Bookshop open forever.

2. *The Bookshop got started with no money at all.* Because people thought the Bookshop might increase student reading they gave the Bookshop money to buy books that students could and would buy and read. If the Bookshop proves it is truly increasing student reading, those same people (plus others who had to see it work to believe it would) will still be willing to gtive the Bookshop more money to buy books that students could and would buy and read. So long as the Bookshop stimulates reading, you should assume that you will always be able to solicit more money to cover responsible losses in your budget. If you need more money for inventory put on a Bookshop Inventory dance and sell tickets for a good profit, have a bake sale, conduct a raffle for a boom box donated by a local discount store, present a program at the local Kiwanis Club and ask for their support. You can always get more money because you have a great program. Think on it some. You might even read on it some.

3. The only profits that our nation (or your neighborhood) wants from any school activity is *the profit of learning more and learning how to learn more.* Our nation is committed to the concept that they will gladly pay for good opportunities for students to learn. **The Bookshop represents modern education at its best.** It teaches students about leadership, and business, and social relationships, and personal character, and communication, and thinking. It teaches the values of team work and hard work. It requires solid basics of readin', writin', and 'rithmetic. It encourages the value of reading to learn anything, as well as the joy of reading something; and the skill of being able to read everything. To say the least, that is saying a lot. Some curriculum courses do not offer as much potential for all of this learning as the Bookshop offers every day as long as the Bookshop opens in your school. No one stands up front and lectures, but everyone has a hand in learning from each other, from experience, and from advisors.

The world knows that practice makes perfect. The Bookshop is a program that encourages practice in all of these skills. The Bookshop also offers students an opportunity to test their maturing ideas and skills in a most practical way. Bookshop students may learn how to experience failure and react with determination instead of defeat. Some ideas tried by the Bookshop students may fall flat on their face. Ideas that do not work are not failures if we learn not to do it that way again. The Marketing Committee, more than any Bookshop Committee, must thoroughly believe that success is measured by getting everyone to read more.

4. *The Bookshop offers customers more than an opportunity to read, it offers customers a way to develop a lasting value of reading.* Giving away books might put books in the hands of students, but when students must invest in their reading they demonstrate a value of reading. Free reading is always available at the library, but middle grade students are not often seen at libraries, except to complete a course assignment. The Bookshop is about developing a life-long habit of reading, not just completing a book to get a grade. Middle grade students seldom have a lot of money for books, but they usually spend enough money on junk food to buy a Bookshop book every week. It is truly a matter of values. The Marketing Committee will at least get them to spend some of that money on books, even if you have to give some junk food with the purchase of a book. It would be a start in the right direction. The Marketing Committee is not above appealing to customers through their stomach, if that works. With teens, food often wins.

The Marketing Committee needs to understand Bookshop philosophy. All of this deep talk is to make an appeal to the Marketing Committee to keep the goal clear and to provide some ammunition for answering those who don't see the goal clearly.
You may want to re-read the above again when others ask, "Why have a Students' Own Bookshop?", "Why not just give away the books?", "Why not try to make as much profit as you can?", or "How do expect to keep operating if you don't make more profit?"

NEVER LESS THAN 30% DISCOUNTS TO CUSTOMERS

Your Bookshop should agree on a standard discount policy that will be responsible in maintaining a big inventory budget while giving customers the very best possible prices. You will find this to be about 35% off cover prices because you can buy books at 40% off cover prices and shipping costs are only about 1% on modest orders. This means you could give away 4% of your inventory in promotions and still break even. In the Bookshop philosophy, there is simply no justification for giving less than 30% discounts.

SCENARIO FOR REMEMBERING TO ANALYZE DETAILS

Okay, your Bookshop Board has accepted 35% as the usual, standard discount. That means 35% off the cover price. Let's analyze what that means to customers and to the Bookshop workers. Here is a hypothetical scene at the Bookshop. It is just after lunch and ten customers have been browsing. Only five minutes to get to the next class and four customers have found a book they want to buy (great). The other six customers rush off and these four rush to the cashier; one hand on their new book and the other searching for money.

The first customer has a book with $2.95 cover price. She hands the Bookshop clerk three $1 bills, knowing that will cover it and produce considerable change. What is the Bookshop price at 35% off? If you calculated it on the calculator you could get $1.9175. Rounded off, that would be $1.92. No pennies left in the cash box? Charge her $1.95 and ask the customer to come back for her 3 cents change? She wants the book to read in 5th period study hall, she knows and trusts you, so she agrees. Two minutes and three customers to go.

The next customer has two books: one at $1.95 and the other at $2.25. That is $4.20 cover price total. He has two $1 bills and a $1 Bookshop gift certificate in his hand. You suddenly remember that you did not complete a sold slip on the first sale .. too late now, customers first. Let's see, 35% off $4.20 shows on our calculator as $2.7300. Still no pennies in the cash box. Change should be what? Oh yes, change is 27 cents. Better settle it somehow, so give him a quarter and tell him to come back for his 2 cents later.

No time left and two remaining customers in line realized they had to leave their books and dash to class. Too bad, one was a first time customer. The other one was likely going to put another 25 cents on his lay away and there wasn't time to find his card anyway.

The Bookshop clerk, also now late to class thinks, "We need to find some way to get away from this penny stuff. The Marketing Committee, Board, Finance Committee, or someone needs to come up with an easier plan for customers and workers. Without this caluclator I could not have even made the first sale in time."

End scenario

From this fairly realistic scene it seems apparent that the Bookshop needed the calculator it must have obtained for clerk use. However, the customers are not so likely to have a calculator with them and may be very uncomfortable with the entire encounter. Perhaps so uncomfortable that it seems better to stay away from the Bookshop than reveal a problem with arithmetic every time they want to buy a book. Customers are likely to be anxious about selecting a book if they can not easily calculate if they have enough money to buy it.

The clerk was clearly correct that the cash box will need a bunch of pennies every day. Nearly every transaction is going to require pennies for change. Customers don't like the penny hassle any more at the Bookshop than adults do at the store counter in the mall. There needs to be a way to compromise the penny stuff.

Clerks need to attend to the paper work needed by the Finance and Inventory Committees. Not making out those sold slips will cause someone else added hassle. Those Gift Certificates created by the Marketing Committee also need to be treated as cash in the daily cash box reports. The Marketing Committee hopefully designed those certificates so they could fit in the cash box, could withstand some wear and tear (without tearing), and were not easily duplicated by counterfeiters.

MAKING DISCOUNTS EASY TO CALCULATE

Be sure that customers can easily realize their good bargain and calculate their costs. Many Bookshops post charts and hand out bookmarks or leaflets that quickly compare the book cover prices with the Bookshop standard prices. To make this very simple for everyone, do not worry about the exact discount on every book. Instead, use a formula that assures about the standard discount, but eliminates exact calculations or making change with pennies. Here is an example of a chart from a pioneer Bookshop:

COVER PRICES	BOOKSHOP PRICES
$0.00 TO $0.50	Same prices
.51 to .75	.50
.76 to 1.00	.70
1.01 to 1.25	.90
1.25 to 1.50	1.10
1.51 to 1.75	1.30
1.76 to 2.00	1.50
2.01 to 2.25	1.70
2.26 to 2.50	1.90
2.51 to 2.75	2.10
2.76 to 3.00	2.30
3.01 to 3.25	2.50
3.26 to 3.50	2.70
3.51 to 3.75	2.90
3.76 to 4.00	3.10
4.01 to 4.25	3.30
4.26 to 4.50	3.50
4.51 to 4.75	3.70
4.76 to 5.00	3.90
5.01 to 5.25	4.10
5.26 to 5.50	4.30
5.51 to 5.75	4.50
5.76 to 6.00	4.70

ETC.

(all Bookshop books will use the same ratio any price)

Bookshop **Gift Certificates** $10 for 11 ($1 each)

Lay Away for 25 cents per week or more
(50 % refunds and 5 cent penalty on any late payments)

We can order any book you want to **special order** at 30% discount

Buy 5 books any month and get 1 free grab bag book

Weekly raffle ticket with every book purchased
(winners may chose any book under $5 cover price or get four Bookshop Gift Certificates worth $4 on next purchase)

WATCH THE PROS FOR GOOD MARKETING IDEAS

It is a good idea for the Marketing Committee to watch local discount stores to compare prices on same books and to observe their marketing ideas.

The Marketing Committee should observe newspaper ads for sale ideas, visit commercial book seller stores to observe their displays and shelf organization patterns, and mimic popular marketing ideas from any business. Some stores have "blue light specials" on a particular item only for the next 10 minutes, give an extra discount (10 cents ?) to the next book purchased, etc. These fun special discounts keep customers visiting in hopes they will hit a special today or tomorrow.

SOLICIT PRIZE ITEM DONATIONS CONSTANTLY

The Marketing Committee should recognize what students like and figure out ways to give those things as special prizes or bonus gifts. Food is often a good bet for teens. Have a regular plan for soliciting prize items from local businesses. Free movie tickets, free malts or hamburgers, free haircuts, free pencils, free walkman, free teddy bear, free hot air balloon ride, free tanning booth session, free coupon from a convenience store, free cap with the bank logo, etc. etc. are not difficult to get, but you must have a planned approach (and always provide free advertising to the donor in exchange .. plus a thank you note from the Bookshop president.

Some Bookshops have developed a sponsorship partner who regularly supports the Bookshop with assistance and contributions to help the Bookshop continually grow. Local civic clubs, library clubs, unions, businesses, etc. might "adopt" your Bookshop as one of their special projects. Such groups can easily collect good sums of money to support causes and programs they believe to be worthy endeavors. However, consider that such a close bond could result in missing broader community support if this one sponsor begins to dwindle in their active support as originally expected. Is it better to have one big sponsor or five small ones? How would you give special recognition to five sponsors simultaneously? Do you want to have any special sponsor? How will you get donations to build a great marketing program, increase the Bookshop inventory budget while giving super discounts and bonus books? Be sure to take time to survey your resources and weigh your needs (both short and long term needs).

SALES ARE OKAY, BUT PLANNED "EVENTS" ARE EVEN BETTER.

Routine sales and bonus plans are used to keep good customers coming back. This type of marketing should be pretty much routine. It will also give the Publicity Committee things to shout about, and one way to effectively use books that are not selling (which does not mean that they are not good books, perhaps just not yet discovered as good books because no one around your school has read them).

Weekly drawings for customers of the week and special bonus book deals for customers who buy at least five (or what ever number you think best) books in a month are good ideas for any Bookshop to consider. However, it is the special event approach that will most likely hook the **new** customers.

SAMPLE "SPECIAL EVENTS"

All-school Valentines Dance (sponsored by the Bookshop)

* Sponsor a Valentines Dance for Bookshop ticket holders only. Get tickets by buying a book from January until the dance day. At the dance have door prizes, fun mixer games or dances, king and queen contests, free snacks, a disk jockey or even live band that plays popular music, etc. At the dance, give a special treat to the school homeroom with the most number of ticket holders. Have a high school basketball hero volunteer to collect small fees (for the Bookshop) to dance, get the local radio station to come tape interviews, get the local florist to offer super sales to ticket holders the week of the dance, etc. Make it a great event that every one wants to attend ..... and the only way to get in is to buy a book at the Bookshop between January and dance day. The regular specials and bonuses to go along with this special event would naturally be related to Valentine stuff. Offering special discounts on romance books on Valentines Day, offering specials on gift certificates the week before Valentines, etc. would all booster the special theme.

Fly and Ride

* You learn that one of the school fathers is in a particularly exciting business or owns *some interesting thing that kids would dearly love to experience.* Perhaps it is a pilot willing to offer four students a one hour flight or a banker that owns some horses and would take four students for a one hour ride. These kinds of resources are always around if you look for them. Once you land a good resource you must figure out how to use it in order to sell the most books to the biggest possible number of customers (hopefully new customers included). If you could get such an event every month, that would be just

great. Be sure to anticipate how you would handle possible cancellations (due to weather, the resource person changes business, etc.). Again, have special deals on all horse or airplane books that month. Have drawings for horse or airplane posters, solicit free tickets to a horse or air show, etc.

Contests for a prize that everyone wants

* Have contests going on at the Bookshop. If the prize is something *everyone* really would like to win, you can likely collect new customers. How about giving a chance to guess the beans in the jar with every book purchased this month? The winner gets a 20" color TV, or a ten minute telephone conversation with a famous person you can get to cooperate (someone in your school knows a famous person - just count on it). To market reading you will need to know what customers really like to do, what they admire, what they dream of doing, what they do alot, and what they would do if they could (but usually can't because it costs too much, etc.) Then give everyone a chance to get it in exchange for buying books. The more books you buy, the better your chances at winning. When you can get half the school entering your contest you have a great winner of a contest.

Teachers can make your day

* When you can get teacher support you have great potentials of an event. For example, get the teachers to give one free grade of A on a homework assignment to anyone in the class who buys their first book from the Bookshop. In exchange, you could give the teacher one coupon for every class s/he teaches; the coupon good for 50 cents at the Bookshop and the teacher can give it for any reason s/he chooses. Finding ways to compound good for everyone who supports the Bookshop by getting new customers to the Bookshop is worth trying. Teachers can become the very best supporters and even the best customers of your Bookshop. Think about ways to encourage teachers to become strong supporters and customers. Once Bookshop had baby pictures of most teachers on a display board at the Bookshop. If you bought a book you could fill out a matching form naming the teacher for each numbered baby picture. The winner got $25 in Bookshop Gift Certificates, funded by donations of $1 from each teacher who loaned a picture. In exchange the Bookshop gave the teachers an added $1 off any Bookshop book they wanted to buy or order at Bookshop prices. Some of those teachers later ordered sets of books for their classroom from the Bookshop with funds provided by the PTA.

There are many ideas for marketing events. You will get more in your **Bookshop Network Newsletters**, and you should contribute your ideas for others to try. Think about the advantages and fun of having events as well as sales.

ALWAYS HAVE GIFT CERTIFICATES

GIFT CERTIFICATES are a standard MUST for EVERY Bookshop. Parents buy them for gifts, students buy them for gifts, teachers buy them for gifts, and there are always birthdays, holidays, special recognitions, etc. where books would make a great gift. Also, point out the customers that they get at least 30% more for their money with a gift book from the Bookshop. Design your own Gift Certificates, make them worth $1 and sell them individually or for special prices in packages of ten, etc.

KNOW YOUR CUSTOMERS

Know your customers by name, but know the life of your customers in general. For example, if students in your neighborhood usually get an allowance and most students get that allowance on Monday, you should schedule special bargains every Monday and Tuesday. You need to get that money invested in reading before they get it invested in the pop machine. Students know when other students are likely to have money, time, or needs, so figure out what that means as potential sales.

HAVE A SPECIAL OPENING EVERY FALL

Successful Bookshops consistently urge new Bookshops to have a super grand opening that has lots of planning and preparation. *You will never get a second chance to make a first impression.* Although we are basing our experience on only three years of observations, it seems very clear that it is very important to plan and prepare for a special opening program every fall.

Some planning ideas for fall special openings that have been successful are such ideas as:

* Start your planning in the spring before school is dismissed for summer.

* Seriously consider have committee chairpersons and officers meet periodically during the summer to assure that details are being prepared.

* Have the fall opening as soon as possible when schoo reconvenes in the fall; hopefully during the first two or three weeks.

* Consider having a full day or even complete week of special activities that will get every student aware of the Bookshop services.

* Try to offer such good deals that every students will want to buy one book during the fall opening day. Extra discounts may help, but super events will be needed to come close to that goal. Organize some marketing idea that you feel would likely assure at least half of the students to buy a book that day or week.

* Get new students in the Bookshop habit quickly. Some middle schools have spring time visits by elementary students scheduled to arrive in the fall as new students and the Bookshop is part of that program. If possible, try to have all of those students leave the building with some small token of the Bookshop (special discount coupon for new students, etc.) that should get them to come into the Bookshop very early in the fall. In the fall give every new student a book marker with the Bookshop schedule and logo. Make going to the Bookshop the thing to do for new students "because you're in junior high".

* Consider contracting a professional story teller, popular author, recognized illustrator, cartoonist, television personality, etc. who could provide special flavor to an assembly by reading from their favorite book, telling why a book affected their life, presenting an exciting story telling, reading a favorite poem, autographing their book or illustration (bought at the Bookstore for special discounts), etc. Get the radio and television stations to cover our special activities at your special events of your special anniversary opening.

* Give effort to special decorations and atmosphere at the Bookshop. Maybe during the summer you want to paint or repaint your shelves. Have fresh posters ready to hang the first day you can in the fall announcing your special coming attractions and offers.

* Have some kind of free food at times that week when students must make a special effort to visit the Bookshop (before or after school, etc.).

* Have a small gift with Bookshop logo, schedules, etc. for every one in the school the very first day of school, if possible.

* Have an article about the Bookshop in school notes to all parents. Perhaps the school has a student newspaper also, and the Bookshop should have an article and/or ad in every edition. If you make your opening super enough you should have no problem getting the city newspaper to cover it. Some Bookshop grand openings have received a huge portion of the front page in local newspapers.

* Get school administrators, board members, mayors, the Governor, etc. to attend events at your grand opening. Invite other very important people, like parents and other relatives to visit the doings. Try to create enough traffic in the school area that the local police or sheriff need to help direct parking around the school.

LAY AWAY PLANS

Many students do not have on hand enough money to buy a book they want when they want it. Of course, they could save up their money until they do have enough to buy it, but they are concerned that they will "blow" their money on pop or candy before they have enough saved to buy the book . They are also concerned that the book could be sold to someone else before they get back with the money. Although you can assure customers of rapid special ordering, the individual order will likely cost them a bit more due to higher unit delivery costs on a single order. Perhaps the most common factor, however, is the fact that people tend to waste money unless they force themselves to be on some payment plan. That is one reason people take out loans, have automatic withdrawals from their pay checks, etc. Unfortunately, credit cards make it very easy for people to say they will repay later while using some item, then can not afford to make the payments when something unexpected or careless happens.

One way to help customers eventually get the book they want with regular payments is to hold the book while they make partial payments leading to the full book price being paid. We call this a "lay away" plan. Most Bookshops find it very useful to establish some sort of lay away plan for customers. Consider how long and where you will store a "reserved" book on lay away. Lay away books need to be stored where they will not be damaged and in some manner where they can be quickly located. Lay away plans usually require some sort of record for each customer that has a book being held, and you may want some policy about how long you will keep that book on the "maybe" shelf. However, some of these concerns may be assigned to the Marketing Committee rather than Inventory. We put the discussion here because it directly effects inventory supply and reordering.

BIG PLANS + BIG EFFORTS = BIG SUCCESSES

If you don't think your Bookshop program is big enough to deserve these grand efforts and ideas, you just haven't yet realized what a Bookshop can do to impact a school and community with enthusiasm about reading. Remember, almost every idea is this manual was tested successfully by at least one project Bookshop located in a low income neighborhood of Indiana. The Marketing Committee must have the attitude that there is nothing too big, too good, too impossible for the Bookshop to accomplish.

Some Bookshops have also quit operating because they felt it was just too much effort to get it going or it didn't seem to be working. We observed that those who quit uniformly had very low expectations from the beginning, never really got the student board or committees functional, often had considerable cash not invested in inventory, seldom had assistant advisors, and had virtually no marketing EVENT experience. Of course, those schools were selected by their superintendents and some were willing but not enthused about participating in the project. We observed that those schools also tended to have less confidence that the students could really manage a Bookshop.

Good marketing is indeed a challenge for professional adults, let alone for middle grade students, but it is interesting that most of the project schools had good marketing that was continually improving with each experience. It was obvious that every very successfull project Bookshop had strong and active marketing plans (although they may not have had special marketing committee, most did).

COST EFFECTIVE MARKETING AND IMAGE ENHANCING IDEAS

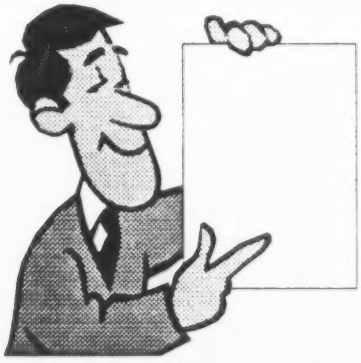
Here are modifications of some of the ideas from a professional book stores conference presentation by Marilynn Lewis and Barbara Bigger at the 1992 NACSCORP Annual Meeting in New Orleans, LA. reprinted by the NACSCORP Smaller Stores Committee.

1. Inform your workers of all promotional events that will be happening in your bookshop and encourage them to "talk up" coming events. Print bookmarks (maybe put a string on them for temporary necklaces, etc.) advertising the events.

2. Instead of having "sales", have "events"! Piggy-back on school events, etc.

3. Create a video about your bookshop highlighting its services and products. Use the video at new students orientation, PTA meetings, School Board Meetings, civic club meetings, etc. Be sure to update your bookshop video periodically to show current ideas and faces. [Have you seen the Bookshop Network video made by students?]

4. Teach your workers the art of "suggestive selling" and "add-on sales". Suggestive selling is giving customers ideas of how they could use the merchandise(birthday gifts, thank you gifts, get well gifts, etc. Add-on selling is pointing out how one item is good and two are twice as good (one book for each parent on wedding anniversary, a book a month gift for that very special someone, class gifts to teachers at Christmas, etc.)



5. Exceeding expectations is the single most powerful way to build customer loyalty.

6. Change bookshop displays frequently! Tired displays (in the hallway or on bookshop walls, etc.) give the wrong message.

7. Create a monthly flyer. "What's new at the bookshop", offering a coupon on one of our products, etc.

8. Set up bookshop displays in study halls, homerooms, libraries, and any location where students tend to relax.

9. Offer specials during times of the year when you are likely to get first-time customers (at the first two weeks of school, before special holidays, during school open house, etc.

10. Use bright colored bookshop items (category cards on shelves can be made from colored index cards, decorate the cash box, frame wall charts with colored poster board, etc.). Some items might be color-coded, but consider using some color varieties on items.

11. Use motion in the bookshop. Things that dangle, wave, bounce, etc. located in the area of specials catch customer eyes. You might have drawings for the motion items by customers who buy a book that week, etc. Make the items, buy them, or keep your eyes open in the mall or local stores for their gimmick items (they may consider donating them to the bookshop when they are done with them).

12. Consider providing gift wrapping service for a small extra charge or even free when the purchase or gift certificate covers the purchase price. Free wrapping just before Christmas or Valentines may gain a steady new customer.

13. Keep the items you are encouraging at shoulder-to-eye level, in high-traffic areas, and displayed with special attention signs or gimmicks. Those most popular items can surround these "slow moving" items.

14. If you are going to have give-away items, make sure they have the bookshop logo or message reminding the owner (and everyone who sees it) where they received it.

15. Have a large chart or handout telling customers how your bookshop inventory is organized so they can find their desired category easily. Have the categories clearly labeled on shelves, walls, hanging signs, etc.

16. When a new order arrives, have a leaflet that lists the new titles and bookshop prices. A computerized inventory system makes it easy to produce these leaflets, or photocopy a clear master. If budget is tight, place several around the bookshop, in hall displays, etc.. If you can, have a supply that customers can take (and share) from various areas in the school and bookshop.

17. From time to time, reprint the ads and flyers that describe the good services of the bookshop (gift certificates, layaway plans, bonus plans, special orders, super discounts, etc.). Change the color, format, etc. so people who did not read it before may read it this time and those who did read it before get a fresh reminder.

18. Remind all workers that their pleasant attitude makes a big difference. It is not childish to smile, offer help, thank customers for a sale, or make useful suggestions about sales, special items, and encourage customers to ask for help. Those are things that successful adults do regularly in the real world of business.

19. To save anyone embarrassments, clearly post bookshop rules where everyone must see them. No food, no drinks, no loitering, no disturbing noise, or what ever rules seem needed for clear enforcement of typical problems; let the posters do the speaking. If someone chooses to ignore the posted rules, they can not say they did not realize that their behavior was not permitted here. Conversely, post only those rules that attend to typical behavioral concerns. Anticipate probabilities, not possibilities, of concerns.

20. Every bookshop worker should constantly be looking for ways to improve the service and appearance of the bookshop. Walk up to the bookshop as a customer, listen to bookshop ads as a customer, react to bookshop specials as a customer. Workers should also BE a regular bookshop customer (probably with special discounts for personal items).

BOOKSHOP NAMES

What's in a name?

Bookshop publicity, identification, and personality can be reflected by giving your Bookshop its own name. Of course, your Bookshop name could be as direct as the "XYZ Middle School Bookshop", but consider some of the following ideas related to developing a personal, unique name for your Bookshop.

Student body ownership. Some Bookshops stimulated study body interest, ownership, and pride by running a school-wide contest to name their Bookshop. This is done as part of the planning stage, but it creates early student interest in their new school activity. This approach has real advantages, but it requires obvious effort for the planning committee. To use this technique, there needs to be a committee for conducting the contest and selecting the winner. What prizes will be suitable and affordable, as well as very enticing? How will the winner(s) be selected? What publicity can be made of the competition?

It might be useful to consider future uses of the Bookshop name. Will it fit neatly on a mail label, will it reflect the clear purpose of a resource for student selected paperback books, will it be a catchy name that can last over years of temporary fads, and will it be used with a logo (Bookshop members are entitled to use the national logo as part or all of their logo)?

Will the Bookshop name be selected in time for Grand Opening uses? If you plan to produce a banner, flag, stationery, school newsletter ads, hallway displays, etc. using your new name and/or logo, it needs to be an item on your planning time-line. Someone needs to be responsible for assuring that development of the new Bookshop image is just what they want it to be now and for the future.

The project Bookshops who selected a special name usually were glad that they did and recommended the idea for others. Our analysis of this factor revealed only that on the average, there was a slightly higher per centage of success in stimulating both reading and leadership among the sites that did have a special name. However, some of the most successful sites after one year were still named the XYZ Middle School Bookshop. Perhaps the enthusiasm behind the process of getting a large number of potential customers involved in the naming task was more dependent upon the enthusiasm and the process than having a special name. A few sites selected special names and soon there was a continually growing list of Bookshop names added to our files.

Here are samples of names selected by student Bookshops during the two-year grant project and still being used as those Bookshops continue to grow:

Barker Bookbag, Book Blvd., Bookshoppe, Books On The Run, Bullpup Bookshop, Books Galore, Book Depot, Braves Bookshop, Bookshop Galaxy, Bookmart, Books R Us, Buc's Bookshop, Falcon Book World, Doo-Wop Bookshop, Pages and Sages Bookshop, Books-N-Stuff, Cat Connections, Running Rebels Bookshop, Superbooks, CMS Bookshop, Treasures Bookshop, Pirates Bookshop, The Book World, Senator's Bookshop, Pacer Pages, SMS Paperbacks, Read Ramblers, Book Connections, Book Nook, Read 'Em Wildcats, Too Bad Bears Bookshop, Little Shoppe of Books, 76ers Bookshop, Orioles Super Bookshop, etc.

Some pioneer Bookshops later felt that their name was too long, not catchy enough, not clear enough to new customers, etc. One Bookshop has an idea of changing their name every year. Some Bookshops have liked their name and invested considerable effort into producing the name and/or logo on T-shirts, handsomely sewn flags that hang over the Bookshop area, etc.

If and when you decide to have a unique name for your Bookshop, consider establishing some criteria, but more importantly, remember that the successful student bookshop's primary purpose is to encourage student reading. Just as it is important that students select the inventory, students design the marketing and publicity, and students manage the student Bookshop, it is important that the entire student body be targeted as the potential customer of the Bookshop. It is easy for a few leaders (adults and/or students) to agree upon a name for the new Bookshop, but that does not nearly meet the potentials of the Student Bookshop name. Traditions of quality, pride, efficiency, and ownership include both process and product throughout.

PUBLICITY COMMITTEE

The Publicity Committee has a fun job of making certain that everyone in the school says "Bookshop" every day, at least once each day. Not only says "Bookshop", so see the words, and hears the words. Some people remember best what they see, others remember best what they hear. The Publicity Committee does not want to miss anyone, so it is a matter of assuring both sights and sounds of the Bookshop for every student every day.

Posters and Billboards

The Publicity Committee could use hallways to have posters (billboards) and displays. The posters should not be "funky" , as they represent the quality of the Bookshop and of reading itself. Posters could be produced by hand, by computer, or even printed, but they should be attractive and give the impression of interest, excitement, good deals, and popularity. Posters can use humor, color, design, size, illustration, special effects, and special placement to catch attention. *Catching attention is the first goal of a poster or billboard.* How about hanging posters on the ceiling, upside down, in a series (like a cartoon), or in the shape of a famous item (space shuttle to promote new science fiction books, etc.)? Will the color of your poster clearly contrast with the hallway wall color?

Don't try to tell a complete story on the limited space of a poster. Remember that people are usually walking along and won't have time to read many lines. If you use the Bookshop logo a lot, customers will become aware that the logo says "Bookshop" at a glance. McDonald's has conditioned the world to see those yellow double arches and think, "McDonald's fast service hamburgers, french fries, and coke" Get your Bookshop logo to condition everyone to think, "books I want at a price I can afford at a great place right here operated by helpful friends I respect ... and sometimes free book and other neat gifts".

If your posters catch attention and immediately say "Bookshop", think of what can be said to say, "*Go there right now*". Watch the professional ads to see how they do it. For example, "This offer only good until Wednesday", or "Super Sale", or "New", or "Don't Miss This". Notice how professionals use references to things most people dream of having? The lottery is a good example of how everyone dreams of becoming an instant millionaire for only a very small investment (and a little fun from the excitement of seeing if that ticket has any prize value).

Posters located in areas of standing around can have more detail. At the lunch room, for example, there could be a poster that shows the Bookshop discount chart. Customers have money in hand at the lunch room, often have to move slowly or wait in line at the counters, and often will read more information on the posters in such areas. Even so, posters and bill boards should try to say one important message, say it clearly and quickly, and attract immediate attention.

Change posters often. When the same old poster hangs on that wall for weeks, no one looks there any more because they already know what it says. About the only poster that might not change is the poster that reminds customers of Bookshop business hours, Bookshop discount charts, and directions to the Bookshop (if it is stable). Every other poster needs to say, "Look here, there is something you want to know and did not know before". Even if the message about the coming event remains the same, change the appearance of the poster every ten days or so. Once everyone has had ample time to know where a poster is and what it says, it is close to time for changing that poster.

Fliers and School Newspapers or Bulletins

Schools regularly distribute messages to the school or home. The Bookshop should be prepared to offer articles and (free) ads in those messages. The principal' support is often needed to accomplish this pattern, but the Publicity Committee must be prepared to have their "copy" ready at all times. The Bookshop contributions need to respect the space limits of such contributions, have the copy refined to directly "paste in" without added editing or formatting, and assure appropriate content that will attract customers.

Some Bookshops produce their own regular newsletters. This could even be delegated to an English or journalism class looking for opportunities to practice compositions. The classroom teacher's support would be needed to accomplish this pattern, and the Bookshop Publicity Committee should be prepared to offer content as well as assure prompt editing of final drafts. If the Publicity Committee produces its own regular newsletter or bulletins, it is useful to establish general deadlines, budgets, and a special editing team.

Fliers are special one-time bulletins. These are designed to promote one particular event or offer sponsored by the Bookshop Marketing Committee. These need to follow the same guidelines as the posters, but can contain a bit more information. Customers are not likely to read fliers carefully, and certainly would not be inclined to read more than one page of anything (not even front and back of one page). Illustrations (including the Bookshop logo for immediate recognition) are usually a good idea for fliers.

Display Cases

Most schools have display cases in the halls. Perhaps at least one of those cases could be assigned to the Bookshop. People tend to glance at display cases only briefly, and usually to find something they will find duplicated at the Bookshop. For example, and extra copy of popular books, photographs of people or items related to a special event, display of a super bonus prize, etc. Always clearly identify the case as the Bookshop display.

Flags or Banners

Some Bookshops have created a Bookshop flag or banner. These often hang near the Bookshop entrance or location. Much as the downtown stores have a sign with their name over the door or on the street display window, the Bookshop flag identifies for customers that they have arrived. Flags and banners can be moved to accompany special openings of the Bookshop business away from the usual location. Perhaps the Bookshop sets up a booth at the athletic event in the gym, has a temporary location in the hallway to catch traffic before an event in the auditorium, etc. The Bookshop banner would be a quick and useful resource to enhance such activities. Again, use the logo or special Bookshop name for quick and familiar identification of the Bookshop on the flag.

School Public Address Ads

Many Bookshops arrange to provide quick, clever public address announcements and ads during school announcements over the public address (PA) system. Some schools also have closed circuit TV which could be used in a similar fashion. Such ads are usually very brief, but they reach every ear in the school and are important. These ads need to be carefully designed and delivered to enhance customer positive reactions. They can be humorous, but with a point and with good taste. Avoid "goofing off" in any Bookshop advertisement, including PA or TV ads.

Good ads must be delivered with clarity. It does no good to have a great message that no one can understand. Articulation, pacing, volume, inflections -- all those things we studied in a speech lesson are really good ideas for the Publicity Committee to use. Have a regular editing of the final draft of oral announcements. *You might even make a tape of the ad so you are assured it will be delivered just as you hoped. Of course, if you keep those taped ads, they can be used again.*

Tags, bookmarks, trinkets, buttons, et al

There are a bunch of items that can have the Bookshop name or logo on them to help remind customers to read more with books conveniently and inexpensively available at the Bookshop. Here we can only mention examples because there are so many. Your Publicity Committee needs to make lists of ideas, collect catalogs of such items (schools receive such catalogs all the time), and plan far ahead on budget and time needs if you go for the commercial items.

Make your own. You can customize your own items with more personal flair and less cost. Make bookmarkers to give away with each book purchased, give away special buttons that say "I am a super Bookshop customer" to every customer when they buy their 12th book at the Bookshop, have special buttons for Bookshop workers to wear when they are on duty, have the industrial arts class make trophies or key tags with the Bookshop logo, etc. It is not legal to use copyrighted ideas, but you can reproduce items that have a similar appearance; so get good ideas from commercial items and use those ideas as a guide for your own customized items.

Use local resources. What do you suppose stores do with unsold halloween items? What do lumber yards do with scrap ends from their custom cuts? What do fabric stores do with scraps from their cuttings? What do newpaper companies do with their paper roll ends? From such items you can make publicity items (or even get the Marketing Committee to make bonus items, etc.). You say that no one on your committee is good at making things from scraps? Some one in your neighborhood is very good at that kind of thing, but you will have to find that person and recruit their help in showing you how to do a few of those clever things.

Some local resources will provide donations if properly approached. That fabric shop mentioned above may be willing to donaate enough sturdy, colorful fabric to make your Bookshop flag. Here is where publicity can be a two-way street for the Publicity Committee. ALWAYS give public recognition to Bookshop donors. Thank the fabric shop in your next Bookshop Bulletin or PA announcement. ALWAYS send a thank you note to Bookshop donors. You may need to remind the Marketing Committee or Bookshop Board to respect that important pattern of saying thanks properly. The reason these matters are a responsibility of the Publicity Committee is that the reputation of the Bookshop inside and outside the school building depend upon good public relations. If the local grocery store donates space to advertise your coming Bookshop event, parents see that and ask for Bookshop Gift Certificates. That grocery store will also post your thank you note in the same space, and may later offer free cookies, etc. for your next event. *Publicity is also public relations and good public relations are great publicity.*

Retired or handicapped people may be excellent resources. If you want things made, people who have time may be delighted to help out. For example, someone in a wheel chair may have a fantastic radio voice and could make your PA tapes (maybe be the "mystery voice of the Bookshop"). Retired people have many skills. Perhaps they are puppeteers, former champions, have famous friends, have old Revolutionary War items, or were prisoners of war. Think how those skills and experiences could stimulate customers to visit the Bookshop, promote certain books, or be used as valued bonus items. You may have to seek out these valuable people, but you will usually be amazed at the results when you make the effort.

Take photos and videotapes

One way to get respect is to demonstrate great success. When the Bookshop has an exciting activity, the Publicity Committee should have a camera and/or videocam going. Think ahead a little in capturing highlights on film. For example, you can produce a black and white negative from a color photo (the black and white will reproduce in you Bookshop Bulletin better than color), but you can't get a color photo display made from a black and white film. The best approach to these technical concepts is to recruit an exert as a consult (maybe one of those retired or handicapped people is or was a professional photographer or video camera person). Your school librarian may also be a media specialist who has considerable skill in photography or video. The coach usually has a video camera you might be able to borrow.

Once you have some equipment, plan your shots so they include people doing the interesting activity. Usually avoid inanimate scenes because you can capture that hot air balloon with classmates just as easily as without them -- but people will be more interested in the picture if it has friends in it. Such a picture could be put in the display case, posted in the Bookshop, used in the Bookshop Bulletin, placed beside a book on hot air ballooning, etc. It should also become part of your **Bookshop Scrapbook** (which always has potential for future publicity).

Meet regularly. The Publicity Committee has need to meet regularly for the purposes of creating, assigning production tasks, anticipating coming attractions, and analyzing what is working so it can work more. It seems that committees that do not meet regularly tend to do little, become discouraged because there are weak results from their spotty efforts, and generally begin to sag. ***The Publicity Committee, in particular, dare not sag.*** Put only creative, energetic, and dependable workers on this dynamic committee.

ACKNOWLEDGMENTS

In 1989 Dr. Jack Humphrey, now retired director of reading for Evansville-Vanderburgh, IN School, approached the Lilly Endowment Inc. to consider funding several adult managed programs in low socio-economic communities of Indiana with hopes of reversing alarming literacy data among middle grade students of such communities throughout Indiana and the nation. One of those programs was an *adult* operated school bookshop program, patterned after nearly 8,000 such sites in England.

Dr. Loran R. Braught, professor of elementary education at Indiana State University, Terre Haute, was approached to develop and direct such a project. However, he recommended that it would be more effective if the bookshop leadership was focused around the middle grade *students* who would receive school administrative support and guidance from volunteer adult non-directive advisors.

Lilly Endowment Inc. invested nearly one-half million dollars to fund the 1990-92 student managed experiment in 64 middle grade schools meeting a low socio-economic criteria. Indiana State University School of Education allowed Dr. Braught part-time assignment to direct the 1990-92 project. Dr. William McCarthy, elementary education professor emeritus at ISU, committed some of his retirement time serving as project associate director. The project had part-time hourly secretarial help (mostly Indiana State University students) in managing the budget reports and some clerical tasks.

There is no doubt that over 100 bookshop volunteer advisors and their associate advisors deserve the major credit for the successes of the student leaders in the 1990-92 project. Getting a bookshop started with student leadership required enthusiastic and skillful guidance by the entirely volunteer bookshop advisors, most of whom were truly professional classroom teachers or school librarians.

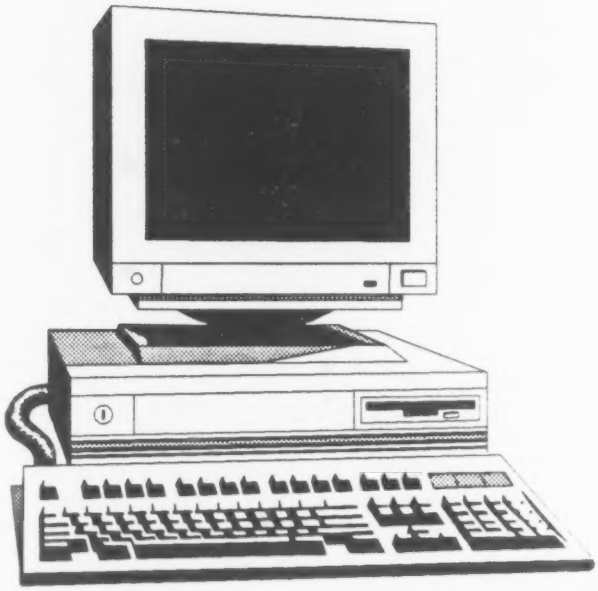
Nine volunteer educators served as coordinators to several bookshops in their geographic areas. The area coordinators were joined by selected bookshop student leaders, advisors, and principals to form a state-wide advisory committee. These members of the advisory committee devoted additional volunteer time to assist in editing this manual:
Dr. Paul Blohm, Education Professor, IU-NW, Calumet, IN
Mrs. Coralyn Dahl, English Writing Specialist, ISU, Terre Haute
Mr. Daniel Fromme, Meridian Middle School Teacher, MSD Perry
Mrs. Earlene Holland, Supt., Linton-Stockten Schools, Linton
Dr. Jack Humphrey, Middle Grades Reading Network, University of Evansville
Mrs. Marge Keltner, Dir. Reading, City Schools of Hammond
Dr. Jacqueline Mossburg, Dir. Instr., Fort Wayne Schools
Mrs. Karen Sipes, English Teacher, Anderson, IN Schools
Mr. Phil Talbert, Dir. Instr., MSD Warren Tsp. Schools, Indianapolis

This manual is heavily indebted to the hundreds of super middle grade student Bookshop leaders who convinced their classmates that literacy was a worthy investment. This manual is the result of their exciting ideas and earnest experiments of what goes into a successful student managed paperback bookshop. Those students of grades 5 through 9 met a frontier of their generation. Most of them gave proof that American youth still have the pioneer spirit, worthwhile values, and determination to succeed. Their performances verified that student operated paperback bookshops can make an impact upon the literacy of their classmates and others. It is to those hearty young student bookshop pioneers (too many to individually name here) that we dedicate this manual. They provided the evidence that when adults are willing to provide quality support, early adolescents can provide uniquely powerful leadership to the important business of national literacy.

We express great appreciation and genuine respect to the Lilly Endowment Inc. for their excellent commitment and support to both the experimental project and to the budding Students' Own Bookshop Network. Without that support there simply would not have been an experimental project nor a continuing network of student Bookshops.Their contributions to national literacy are truly awesome. Their understanding of the needs of volunteers who respond to national concerns is a model to any philanthropic foundation. They make good things happen.

For the important contribution of donating their services to process the financial accounting and allow use of other managerial services which greatly support the needs of our entirely volunteer Network, we express gratitude to the School of Education and the administration of Indiana State University. Theirs is a fine example of collaborative service contributing to quality national education at all levels.

USING COMPUTERS IN THE STUDENT BOOKSHOP



There are distinct advantages to using computers in business. Comfort in computing is rapidly becoming as necessary to personal life as using the telephone. The Student Bookshop can function very smoothly without computer use, but educational and functional use of the computer should at least be considered.

The primary uses of the computer in the Bookshop are 1) keeping financial records on a spreadsheet, 2) keeping inventory records on a database, 3) creating advertising, marketing, and Bookshop display items on a word processor or desktop publisher, and 4) producing letters, staff announcements, etc. on a word processor.

Today it is rare that teachers and students are not fairly skillful in the uses of the computer and at least some selected software. There is no need to expand instructional information in this manual, but some hints on uses or processes of computers that relate particularly to the Student Bookshop were requested and are therefore offered here.

Probably the most appropriate software for the varied uses of the bookshop will be an *integrated program* that contains capacity for word-processing, database, and spreadsheet in one consistent, interchangeable, and merge-capable package. Integration"applications" are common and fortunately, many good ones are available at reasonable cost (often in the $100-150 range). The benefits of these integrated programs are clearly seen when it is helpful to produce labels for a database mail list, produce simple finance reports from a spreadsheet, personalize letters from a mail list, quickly analyze inventory from the database, and preserve basic forms to be reused or easily updated. Of course, record storage space on a computer disk is far less than a file cabinet; and can be easily moved to where ever needed at any time (providing a compatible computer is there). Virtually all schools use either IBM or Apple type computers and software. Integration applications are readily available for both types.

For convenience, it is wise to select a very "friendly" (which means uncomplicated for the computer novice) application. Such programs may not be as powerful as more sophisticated programs, but the Student Bookshop rarely needs much computer power. New student workers can more easily be oriented, use of the integration techniques, and input accuracy will likely be best with a very simple and very friendly program. One criteria to consider; the database should be capable of holding at least 1,000 titles (eventually) and have capacities to search and sort. The spreadsheet must be capable of producing cell formulas, and have the ability to produce simple reports from the full spreadsheet information. It is useful if the word processing program has several easy formatting options, and it is also useful if the program can convert data into ASCII formats for more generic transfers.

SPREADSHEETS

Spreadsheet fields should be organized around the regular bookshop financial reports (see manual sections on Finance). When cell formulas are used, students need only to accurately insert raw data and the other desired calculations automatically appear. Taking care to analyze needs and formula insertions are basic to spreadsheet use. For the Bookshop needs, try to minimize and simplify obvious input fields. Spreadsheets may also be used for such reports as worker attendance, producing templates for sign-in charts, etc., but all spreadsheets begin with clear identification of the content and appearance of the final reports. The main advise on spreadsheets is to keep everything very clear and simple.

DATABASES

Inventory control is perhaps one of the more demanding tasks of the bookshop. To obtain catalogs, select titles, place orders, check shipments, reprice books, shelve books for attractive display and easy categorical location, identify needs for reordering or quick sale, record books given away as prizes or awards, handle special orders and book club orders, and keep inventory from damage or theft is a long list of tasks for the Inventory Committee. Many of these tasks can be simplified and efficiently completed with a computerized inventory database program. It admittedly takes more time to enter data than to photocopy order forms for multiple uses in inventory control, but quick and varied uses of data can be better accomplished with the computer search and sort abilities.

We suggest the following fields for your inventory database: Title, Author, Publisher, Distributor, cover price, bookshop price, sold price, dateIn, and dateOut. We suggest you use a standard abbreviation guide for publisher and distributor names (first 4 letters), ignore dollar signs, and use month-year (2 numerals each) for dates. Enter as much of the book title as possible within 40 spaces, author last name only, and consider adding two flexible code fields (e.g.- code1 and code2) that could be used for special searches. If you

wisely shelve your books by categories, you may want to add a field called Category. Even if you do not intend to use code or category fields, we suggest that you add them when you create your database and simply ignore them until you may want them. Some databases do not handle later additions of fields and modifying database fields can result in original data losses. All experienced computer users know to periodically back up their data. We recommend keeping a database disk that is updated after every hour of use. If anyone needs to take a bookshop disk home or to another location, insist upon releasing only a copy, not the actual backup disk itself. Disks are cheap, but time is certainly not.

Database files on worker data, contributor data, distributor data, canned advertisements or marketing ideas, customer data, etc. are possibly useful. Any time your bookshop has a repeating need for the same type of data, consider using a database. When you need quick sorting and/or searching of large collections of information, be sure to consider a database. Think ahead for your needed files and fields, then habitually build in some expandability when you create your database records.

DESKTOP PUBLISHING

The Publicity Committee may want to consider producing a Bookshop News leaflet, hallway banners, Bookshop articles or ads in the school newspaper or home notes, etc. The Marketing Committee may want to decorate the Bookshop with posters, create name tags for book categories on the shelves, produce a wall chart showing usual discount price conversions, create attractive gift certificates or layaway cards, etc. The Personnel Committee may want to produce work schedule charts and individual worker reminder cards, attractive staff application forms, etc. These items can be attractively enhanced by using a computerized publishing package. Many of the illustrations contained in this manual were produced by a desktop publishing program. Some schools now include some desktop publishing activities in their art classes, computer classes, or business classes. There are numerous activities which would probably be enriched by attractive materials produced by a computerized publishing approach, but there are also other ways to produce these attractive items. Current prices on computerized desktop publishing are not expensive, but most do require more than superficial skills and supplemental software. Some word processing programs also have some publishing capacities, but most of those programs are not among the inexpensive software. However, a few Bookshops have already testified that they use computerized desktop publishing successfully in one or more of the ways mentioned above.

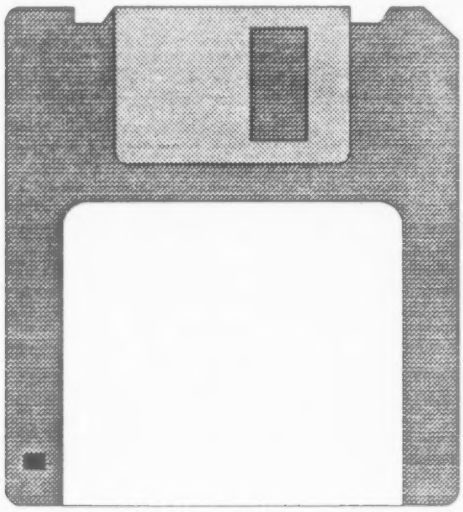
WORD PROCESSING

Just as spreadsheet uses are fairly common and consistent, so is computerized word processing. There is little need to explain the many uses of word processing, including the ability to merge with databases or spreadsheets, because they are so very common today. However, the Bookshop often has limited file storage space, may rely on volunteers doing computer work at home, and will likely find numerous needs for simple

typed products. The quick spell checking, grammar checking, editing, etc. normally available with computer word processing may be sufficient reasons to prefer this approach to most written communications. Just remember that we have only one opportunity to make a first impression, and that quality language often implies quality performance. Get Bookshop workers conditioned to realizing that quality efforts do pay off.

ALWAYS BACK UP COMPUTER DATA

basic rule in computing is to "save" or **back up your data about every hour** (or any period of time you can afford to lose and reinvest). Having an archive of finished data files and all program disks is crucial to protection of data; *and* to the self-confidence of those who are using computers. If someone takes home a data disk, be sure it is a copy, *not* the original disk nor a back-up disk.



AIIM

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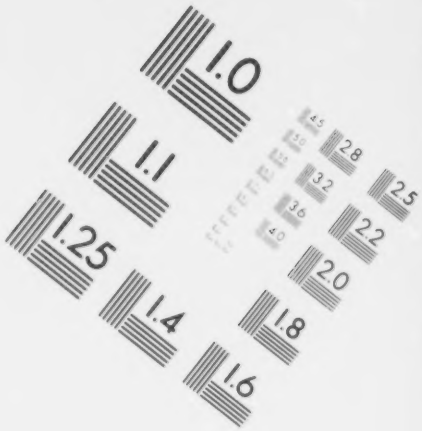

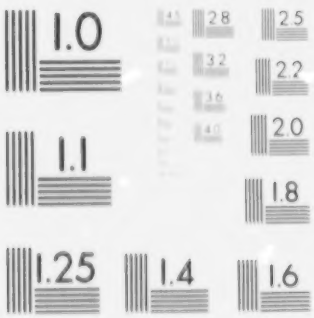

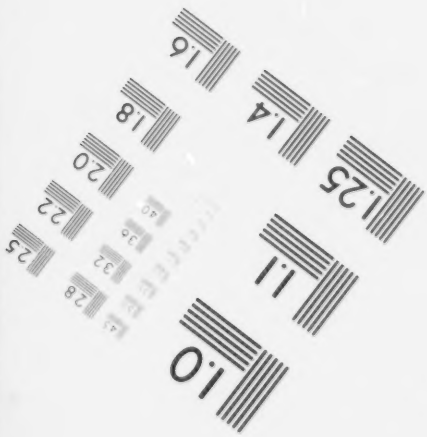

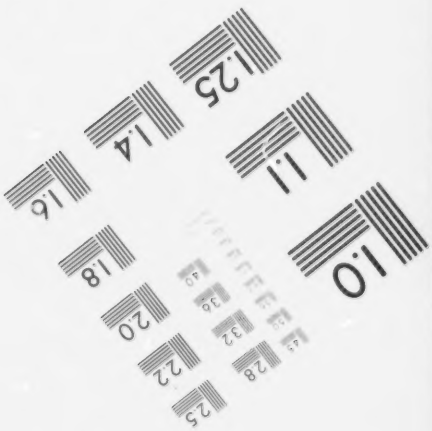

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SAMPLE INITIAL INVENTORY

The following list contains *some* of the nearly 15,000 titles ordered by project BOOKSHOP during November-December 1991. These books were ordered by more than five of the 65 different sites and may include some orders placed by teachers for class or personal use. The project continually observed that the adult selections of titles varied considerably from titles ordered by students. Titles ordered by students of one site also varied considerably from those ordered by students of another site. The important observation was that titles ordered by students of any site tended to be more popular with their peer customers than titles selected by any other source. However, it is important to get started with as large selection as can be afforded at the time, and selection of titles for orders do indeed require appreciable time by students. Also, a good paperback distributor will be willing to provide a recommended list of titles for your initial order within your available budget. A distributor who has been serving Student Bookshops for about two years or more could even compile a suggested list based upon titles ordered in the recent past from more experienced Bookshops, much as this sample inventory was compiled.

Another potential source for an initital inventory (not merely the list) is **the BOOK FAIR program,** which could also be used as a fund raiser to begin a student bookshop. In about two weeks your bookshop board could observe what sells well at your own school without any financial investment in a book fair, but the discounts will not be as high and the titles may not include several popular titles your students would prefer.

It is important to obtain paperback book distributor catalogs to help students order their inventory. The catalogs that contain annotations and perhaps even some indication of interest age are particularly useful. Use distributor toll-free telephone numbers to order catalogs, but actual orders should be made as a written order form. Students often find that browsing the local book seller stores will also offer ideas for titles to order, how to display inventory, good advertising ideas, and how professional book sellers manage their business. Local book sellers will likely be very supportive of your student bookshop, but they can not afford to offer the large discounts available from a good distributor.

This list does not include the many titles that were ordered during the same period through book clubs, which should be given a serious consideration due to the excellent price discounts. Of course, the book club monthly title selections are always limited. This list does not include such literature as sports cards, comics, etc. which may be useful to your particular bookshop.

AUTHOR	TITLE (ALPHABETTICAL)	PUBL	COVER PRICE
CHRISTIE	ABC MURDERS	PB	3.95
JONES	ACORN PEOPLE	BANT	2.95
DALY	ACTS OF LOVE	SCHL	2.75
TWAIN	ADVEN OF HUCKLEBERRY FINN	NAL	2.25
MAZER	AFTER THE RAIN	AVON	3.99
LISLE	AFTERNOON OF THE ELVES	SCHL	2.75
HAYNES	AGAINST TAFFY SINCLAIR CLUB	GANT	2.75
NAYLOR	AGONY OF ALICE	DELL	2.75
HAAS	ALCOTT LIBRARY FALLING DN PB&J 9	SCH	2.50
MONTGOMERY	AMONG THE SHADOWS	BNAT	3.99
PASCAL	AMYS TRUE LOVE (SVH #75)	BANT	2.99
GUY	AND I HEARD A BIRD SING	DELL	3.25
NELSON	AND ONE FOR ALL	DELL	3.50
CHRISTIE	AND THEN THERE WERE NONE (10 L.I.)	P.B.	4.95
DEVSNER	AND YOU GIVE ME A PAIN ELAINE	P.B.	2.75
ORWELL	ANIMAL FARM	NAL	4.95

LANDERS	ANN L. TALKS TO TEENAGERS ABT SEX	FAWC	2.95
MONTGOMERY	ANNE OF AVONLEA	NAL	2.50
MONTGOMERY	ANNE OF AVONLEA (CLASSIC)	SCH	3.25
MONTGOMERY	ANNE OF GREEN GABLES	NAL	2.95
MONTGOMERY	ANNE OF GREEN GABLES (CLASSIC)	BANT	2.95
PECK	ARE YOU IN THE HOUSE ALONE	DELL	3.25
BLUME	ARE YOU THERE GOD ME, MARG-LAURL	DELL	3.50
DIXON	ATTACK OF VIDEO VILLAINS (HB 106)	PB	3.50
	BANK STREET BK OF CREEPY TALES	PB	3.95
	BANK STREET OF FANTASY	PB	3.95
	BANK STREET OF MYSTERY	PB	3.95
	BANK STREET OF SCIENCE FICTION	PB	3.95
FORKER	BASEBALL BRAIN TEASERS	SP	4.95
NASH	BASEBALL HALL OF SHAME:YOUNG FAN	PB	2.95
NINE	BEFORE SHADOWGATE	SCHL	2.95
ROBINSON	BEST CHRISTMAS PAGEANT EVER	HPR	3.50
ROBINSON	BEST CHRISTMAS PAGEANT EVER (MM)	HPR	2.95
IRWIN (ED)	BEST OF TREK #15	BAK	3.95
COBB	BET YOU CAN	AVON	2.95
COBB	BET YOU CAN'T	AVON	2.95
COHEN	BEVERLY HILLS 90210	PB	3.99
CORMIER	BEYOND THE CHOCOLATE WAR	DELL	3.99
LARSON	BEYOND THE FAR SIDE	AMC	6.95
KLEIN	BIZOU	FAWC	2.50
SEWELL	BLACK BEAUTY	NAL	2.95
ALEXANDER	BLACK CAULDRON (LAUREL ED)	DELL	3.50
GRIFFIN	BLACK LIKE ME	NAL	4.95
NINE	BLASTER MASTER	SCH	2.95
WESTALL	BLITZCAT	SCHL	2.95
BLUME	BLUBBER (YEARLING)	DELL	3.50
GARCIA	BLUE TIGHTS	BANT	2.95
GILDEN	BOOGEYMEN (STAR TREK N/GEN #17)	PB	4.95
ALEXANDER	BOOK OF THREE (LAUREL LEAF)	DELL	3.50
PLATT	BOY WHO COULD MAKE HIMSELF DISAP	DELL	3.25
STINE	BOYFRIEND	SCHL	3.25
LARSON	BRIDE OF THE FAR SIDE	AMC	6.95
PATERSON	BRIDGE TO TERABITHIA	HPR	3.95
MARTIN	BSC SUPER SPECIAL 6 NEW YORK NY	SCHL	3.50
MARTIN	BSC 38 KRISTYS MYSTERY ADMIRER	SCHL	2.95
MARTIN	BSC 39 POOR MALLORY	SCHL	3.25
MARTIN	BSC 40 CLAUDIA & MIDDLE SCHL MYS	SCHL	3.25
MARTIN	BSC 41 MARY ANNE VERSUS LOGAN	SCHL	3.25
MARTIN	BSC 42 JESSI & DANCE SCHL PHANTO	SCHL	2.95
MARTIN	BSC 43 STACEYS EMERGENCY	SCHL	3.25
MARTIN	BSC 44 DAWN & THE BIG SLEEPOVER	SCHL	3.25
MARTIN	BSLS 18 KARENS HOME RUN	SCHL	2.75
VOIGT	BUILDING BLOCKS	FAWC	3.50
HOWE	BUNNICULA	AVON	3.50
TUROW	BURDEN OF PROOF	WARN	5.95
PIKE	BURY ME DEEP	PB	3.50
WILDER	BY SHORES OF SILVER LAKE	HPR	3.50
FRITZ	CABIN FACED WEST	PENG	3.95
SPERRY	CALL IT COURAGE	MACM	3.95
LONDON	CALL OF THE WILD	NAL	2.50

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LONDON	CALL OF THE WILD & WHITE FANG	BANT	2.95
WATTERSON	CALVIN & HOBBES	AMC	7.95
DANZIGER	CAN YOU SUE YR PARENTS MALPRACTI	DELL	3.50
KING	CARRIE	NAL	5.99
ALEXANDER	CASTLE OF LLYR/YEARLING	DELL	3.50
NINE	CASTLEVANIA: SIMON QUEST	SCHL	2.95
DANZIGER	CAT ATE MY GYMSUIT (YEARLING)	DELL	3.25
DANZIGER	CAT ATE MY GYMSUIT/LAUREL ED	DELL	3.50
SALINGER	CATCHER IN THE RYE (*)	BANT	3.95
LEGUIN	CATWINGS RETURN	SCHL	2.50
NIXON	CAUGHT IN ACT: ORPHAN TRAIN #2	BANT	2.95
HOWE	CELERY STALKS AT MIDNIGHT	AVON	2.95
DAHL	CHARLIE & THE CHOCOLATE FACTORY	PENG	3.95
GILBRETH	CHEAPER BY TH DOZEN	BANT	3.50
COONEY	CHEERLEADER	SCHL	2.95
GROENING	CHILDHOOD IS HELL	RH	6.95
CRUTCHER	CHINESE HANDCUFFS	DELL	3.25
CATLING	CHOCOLATE TOUCH	BANT	2.95
CORMIER	CHOCOLATE WAR	DELL	3.99
DIXON	CHOKE HOLD (HARDY BOYS CF #51)	PB	3.50
KING	CHRISTINE	NAL	5.99
PATERSON	COME SING JIMMY JO	AVON	3.50
NORBY	CRAZY CAMPOUT	RH	2.95
KING	CREEPSHOW	NAL	8.95
PAULSON	CROSSING	DELL	3.25
WEBSTER	DADDY LONG LEGS	SCHL	2.95
BLAKE	DANCES WITH WOLVES	FAWC	5.95
PASCAL	DAREDEVIL PARK (CYOA #LL4)	BANT	2.99
KING	DARK HALF	NAL	5.95
KOONTZ	DARKFALL	BERK	5.99
PECK	DAY NO PIGS WOULD DIE	DELL	3.50
HAHN	DEAD MAN IN INDIAN CREEK	AVON	2.95
KLEINBAUM	DEAD POETS SOCIETY	BANT	4.50
LEEUWEN	DEAR ON YOU'RE RUINING MY LIFE	PENG	3.95
CLEARY	DEAR MR HENSHAW (YRLG)	DELL	3.50
CHRISTIE	DEATH ON THE NILE	BANT	3.50
WHITE	DEATH WATCH (L/L)	DELL	3.50
BLUME	DEENIE	DELL	3.25
VOIGT	DICEY'S SONG	FAWC	3.95
KRULIK	DICK TRACY FUN BOOK	SCHL	5.25
PIKE	DIE SOFTLY	PB	3.50
KING	DIFFERENT SEASONS	NAL	5.99
KERR	DINKY HOCKER SHOOTS SMACK	DELL	2.95
DIXON	DIRTY DEEDS (HARDY BOYS CF #49)	PB	3.50
DANZIGER	DIVORCE EXPRESS	DELL	3.25
STEVENSON	DOCTOR JEKYLL & MR HYDE	NAL	2.95
HENTOFF	DOES THIS SCHL HAVE CAPITAL PUN	DELL	2.95
DUNCAN	DON'T LOOK BEHIND YOU	DELL	3.50
STOKER	DRACULA	RH	2.95
MCCAFFREY	DRAGONSDAWN	BAL	4.95
MCCAFFREY	DRAGONSINGER	BANT	4.50
AMES	DRAW 50 AIRPLANES AIRCRAFT & SPACE	DD	6.95
AMES	DRAW 50 ANIMALS	DD	6.95
AMES	DRAW 50 ATHLETES	DD	5.95

AMES	DRAW 50 CARS TRUCKS & MOTORCYCLES	DD	6.95
AMES	DRAW 50 CATS	DD	6.95
AMES	DRAW 50 DINOSAURS & PREHIST ANIM	DD	5.95
AMES	DRAW 50 DOGS	DD	695
AMES	DRAW 50 HOLIDAY DECORATIOINS	DD	6.95
AMES	DRAW 50 HORSES	DD	6.95
AMES	DRAW 50 MONSTERS	DD	8.00
KING	DRAWING OF THREE (DARK TOWER II)	NAL	5.99
SMITH	DYNAMITE DAWN VS TRRI (BEST F 12)	PB	2.75
HOWE	EAT YOUR POISON DEAR	AVON	2.95
ZINDEL	EFFECT GAMMA RAYS MAN-MOON MARI	BANT	3.95
DAVIS	ESCAPE TO FREEDOM: PLAY FRED DOUG	PENG	3.95
DANZIGER	EVERYONE ELSES PARETS SAID YES	DELL	3.50
KING	EYES OF THE DRAGON	NAL	5.99
COONEY	FACE ON THE MILK CARTON	BANT	3.50
MYERS	FALLEN ANGELS	SCHL	3.95
NIXON	FAMILY APART: ORPHAN TRAIN #1	BANT	3.50
LARSON	FAR SIDE	AMC	6.95
LARSON	FAR SICE OBSERVER	AMC	6.95
WILDER	FARMER BOY	HPR	3.50
PECK	FATHER FIGURE	DELL	2.95
KONIGSBERG	FATHERS ARCANE DAUGHTER	DELL	3.25
DIXON	FEAR ON WHEELS (HARDY BOYS #108)	PB	3.50
MOHR	FELITA	BANT	2.99
TOLKIEN	FELLOWSHIP OF RING (LORD RING 1)	BAL	5.95
STINE	FIRE GAME	PB	2.95
KING	FIRESTARTER	NAL	5.99
WILDER	FIRST FOUR YEARS	HPR	2.95
KEYES	FLOWERS FOR ALGERNON CHARLY	BANT	3.95
THOM	FOLOW THE RIVER (MM)	BAL	5.95
ONEAL	FORMAL FEELING	PENG	3.95
DIXON	FOUR HEADED DRAGON (HARDY BOYS 69)	PB	3.50
HASSLER	FOUR MILES TO PINECONE	FAWC	3.50
KING	FRANKENSTEIN/DRACULA/JEKYLL/HYDE	NAL	5.95
BLUME	FRECKLE JUICE (YRLG)	DELL	295
GUY	FRIENDS	BANT	3.50
HAAS	FRIENDSHIP TEST PB & J 7	SCHL	2.50
THOM	FROM SEA TO SHINING SEA	BAL	5.95
ECKERT	FRONTIERSMEN	BANT	5.99
HOH	FUNHOUSE	SCHL	2.95
DAVIS	GARFIELD GOES TO WAIST	BAL	6.95
DAVIS	GARFIELD HANGS OUT (#19)	BAL	6.95
DAVIS	GARFIELD TAKES UP SPACE (#20)	BAL	6.95
CONFORD	GENIE WITH THE LIGHT BLUS HAIR	BANT	3.50
MALCOLM	GET THE PICTURE	BANT	2.95
WESTALL	GHOST ABBEY	SCHL	2.95
PECK	GHOST BELONGED TO ME (YEARLING)	DELL	3.25
CATES	GHOST IN THE ATTIC (HWL 1)	BANT	2.95
FURMAN (ED)	GHOST STORIES	PB	2.95
COHEN	GHOSTLY TERRORS	PB	2.75
GIFF	GIFT OF THE PIRATE QUEEN	DELL	3.25
SEBESTYEN	GIRL IN THE BOX	BANT	3.50
COLE	GOATS	FSG	3.50
MOHT	GOING HOME	BANT	2.95

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TOLAN	GOOD COURAGE	FAWC	2.95
EVSLIN	GREEK GODS	SCHL	2.95
MCWHIRTER	GUINNES BK WORLD RECORDS - 91	BANT	6.95
SWIFT	GULLIVERS TRAVELS OTHER STORIES	BANT	2.95
CHRISTIE	HALLOWEEN PARTY	PB	4.99
PAULSEN	HATCHET	PENG	3.95
STINE	HAUNTED	PB	2.95
HAAS	HAUNTED HOUSE PB & J 3	SCHL	2.50
BENNETT	HAUNTED ONE	FAWC	2.95
KEENE	HAUNTING OF HORSE ISLAND (ND #98)	PB	3.50
GRAFF	HELEN KELLER	DELL	2.95
SACHS	HELLO WRONG NUMBER	SCHL	2.95
CLEARY	HENRY & THE PAPER ROUTE	AVON	3.50
PELLEGRINO	HER NAME TITANIC	AVON	4.95
KEENE	HIGH RISK (ND FILES #59)	PB	3.50
NORBY	HOLLY HUDNUT ADMIRATION SOCIETY	RH	2.95
KEENE	HOT PURSUIT (ND FILES #58)	PB	3.50
DOYLE	HOUND OF THE BASKERVILLES (PUFFI)	PENG	2.25
LARSON	HOUND OF THE FAR SIDE	AMC	6.95
LENGLE	HOUSE LIKE A LOTUS	DELL	3.50
HAMILTON	HOUSE OF DIES DREAR	MACM	3.95
SLEATOR	HOUSE OF STAIRS	PENG	3.95
BYARS	HOUSE OF WINGS (PUFFIN)	PENG	3.95
NIXON	HOUSE ON HACKMANS HILL	SCHL	2.75
HOWE	HOWLIDAY INN	AVON	3.50
MILLER	HT BE FRIENDS W/GIRL.....W/BOY	SCHL	2.50
SMITH	HT DRAW CATS & KITTENS	SCHL	1.95
SMITH	HT DRAW HORSES & PONIES	SCHL	1.95
SMITH	HT DRAW SILLY MONSTERS	SCHL	1.95
CLANCY	HUNT FOR RED OCTOBER (MOV TIE IN)	BERK	5.95
CORMIER	I AM THE CHEESE	DELL	3.99
DAVIDSON	I HAVE A DREAM: STORY M.L. KING	SCHL	2.75
DUNCAN	I KNOW WHAT YOU DID LAST SUMMER	PB	3.50
ANGELOU	I KNOW WHY CAGED BIRD SINGS	BANT	4.99
KORMAN	I WANT TO GO HOME	SCHL	2.95
ALEXANDER	ILLYRIAN ADVEN	DELL	3.50
LARSON	IN SEARCH OF THE FAR SIDE	ANC	6.95
BURNFORD	INCREDIBLE JOURNEY	BANT	3.50
BANKS	INDIAN IN THE CUPBOARD	AVON	3.50
PACKARD	INVADERS FROM WITHIN	BANT	2.95
PAULSEN	ISLAND	DELL	3.50
ODELL	ISLAND OF BLUE DOLPHIN (LL)	DELL	3.50
ODELL	ISLAND OF BLUE DOLPHIN (YRLG)	DELL	3.50
WELLS	ISLAND OF DOCTOR MOREAU	NAL	2.95
KING	IT	NAL	5.99
LARSON	IT CAME FROM THE FAR SIDE	AMC	6.95
DANZIGER	ITS AN AARDVARK-EAT-TURTLE WORLD	DELL	3.25
BLUME	ITS NOT THE END OF THE WORLD - YRL	DELL	3.25
VOIGT	IZZY WILLY NILLY	FAWC	3.50
PATERSON	JACOB HAVE I LOVED (MM)	HPR	2.95
DAHL	JAMES & THE GIANT PEACH	PENG	3.95
HASSLER	JEMMY	FAWC	3.50
MCKISSACK	JESSE JACKSON: A BIO	SCHL	2.75
PASCAL	JESSICAS NEW LOOK (SVT # 47)	BANT	2.95

FORBES	JOHNNY TREMAIN (LAUREL LEAF)	DELL	3.50
VERNE	JOURNEY TO CENTER OF THE EARTH	NAL	3.95
LAMOUR	JUBAL SACKETT	BANT	4.95
GEORGE	JULIE OF WOLVES	HPR	3.95
COLLIER	JUMP SHIP TO FREEDOM (YEARLING)	DELL	3.50
BLUME	JUST AS LONG AS WE'RE TOGETHER	DELL	3.50
SAUNDERS	KATE THE WINNER (SLEEPOVER ...#34)	SCHL	2.75
STOCK	KIDS BK OF QUESTIONS	WORK	4.95
GOODMAN	KIDS GT HT SAVE THE PLANET	AVON	2.95
HENRY	KING OF THE WIND	MACM	3.95
TAYLOR	LET THE CIRCLE BE UNBROKEN	BANT	3.50
BROWN	LIFES LITTLE INSTRUCTION BOOK	RHP	5.95
LEWIS	LION WITCH & WARDROBE	MACM	3.50
STRICKLAND	LISTEN CHILDREN	BANT	3.50
WILDER	LITTLE HOUSE IN BIG WOODS	HPR	3.95
WILDER	LITTLE HOUSE ON PRAIRIE	HPR	3.95
WILDER	LITTLE HOUSE ON THE PRAIRIE	HPR	4.95
ANDERSON	LITTLE MATCH GIRL	PUTN	5.95
ANDERSEN	LITTLE MERMAID	SCHL	3.95
WILDER	LONG WINTER	HPR	3.50
MILES	LOOKING ON	RH	3.25
MONTGOMERY	LOST NINJA (CYOA #113)	BANT	2.99
LELVY	LOVE IS NOT ENOUGH	FAWC	2.95
ELFMAN	LOVE ME DEADLY	FAWC	2.95
MUNSCH	LOVE YOU FOREVER	FIRE	4.95
PASCAL	LUCY TAKES THE REINS (SVT #45)	BANT	2.99
PASCAL	MANDY MILLER FIGHTS BACK (SVT 48)	BANT	2.99
BRIGHTFIELD	MASTER OF TAE KWON DO	BANT	2.75
HAVEN	MAYBE I'LL MOVE TO LOST & FOUND	PB	2.75
PEVSNER	ME MY GOAT & MY SISTERS WEDDING	PB	2.75
NINE	MEGA MAN	SCHL	2.95
RICH	MEGASKILLS	HM	8.95
KING	MISERY	NAL	5.99
PASCAL	MISS TEEN SWEET VALLEY (SVH #76)	BANT	2.99
STINE	MISSING	PB	3.50
HENRY	MISTY OF CHINCOTEAGUE	MACM	3.95
KLEIN	MOM THE WOLFMAN & ME	AVON	3.50
HOLLANDER	MORE AMAZING BUT TRUE SPORT STOR	SCHL	2.75
SCHWARTZ	MORE SCARY STORIES TELL IN DARK	HPR	3.50
FILICHIA	MOST EMBARASSING MOTHER IN WORLD	AVON	2.95
MYERS	MOTOWN & DIDI	DELL	3.50
HERBERT	MR. WIZARDS EXPS FOR YOUNG SCIENT	DD	7.95
CLEARY	MUGGIE MAGGIE	AVON	3.50
COLLIER	MY BROTHER SAM IS DEAD	SCHL	2.95
ZINDEL	MY DARLING MY HAMBURGER	BANT	3.50
	MY FIRST PICTURE DICT	RH	2.25
LEWIS	MY HEART BELONGS TO THAT BY	PB	2.95
ODELL	MY NAME IS NOT ANGELICA	DELL	3.50
VERNE	MYSTERIOUS ISLAND	NAL	4.95
KEENE	MYSTERY MISSING MILLIONAIRES (101)	PB	3.50
HAAS	NEW FRIENDS PB & J 1	SCHL	2.75
MOORE	NIGHT BEFORE CHRISTMAS	RH	2.25
LANSKY	NIGHT JOURNEY	PENG	4.95
ANTHONY	NIGHT MARE	BAL	5.95

LARSON	NIGHT OF CRASH TEST DUMMIES	AMC	6.95
KING	NIGHT SHIFT (MOVIE TIE IN)	NAL	5.99
PAULSEN	NIGHT THE WHITE DEER DIED	DELL	3.50
HOWE	NIGHTY NIGHTMARE	AVON	3.50
SWALLON	NO PROMISES	SCHL	2.95
HAAS	NOT STARRING JILLY PB & J 5	SCHL	2.50
BRIDGERS	NOTES FOR ANOTHER LIFE	BANT	2.95
CORMIER	NOW AND AT THE HOUR	DELL	3.99
STEEL	NOW AND FOREVER	DELL	5.95
LOWRY	NUMBER THE STARS	DELL	3.50
ROSENBLOOM	NUTTY KNOCK KNOCKS	SP	3.95
ANTHONY	OGRE OGRE	BAL	5.95
GIPSON	OLD YELLER	HPR	4.95
BLUME	ONE IN MIDDLE IS GREEN KANGAROO	DELL	2.95
QUIN-HARKIN	ONE STEP TOO FAR (S & S 19)	IVY	2.95
BLUME	OTHERWISE KNOWN AS SHEILA GREAT	DELL	3.50
WILDER	OUR TOWN	HPR	4.95
LAMOUR	OUTLAWS OF MISQUITE	BANT	3.99
HINTON	OUTSIDERS	DELL	3.50
DIXON	PANIC ON GULL ISLAND (HARDY B 107)	PB	3.50
THOM	PANTHER IN THE SKY	BAL	5.95
TEMKO	PAPER TRICKS	SCHL	1.95
ZINDEL	PARDON ME, YOU'RE STEPPIN EYEBALL	BANT	3.50
HAAS	PEANUT & JILLY FOREVER PB & J 2	SCHL	2.50
HAAS	PEANUT IN CHARGE PB & J 6	SCHL	2.50
STEINBECK	PEARL	BANT	2.95
STEEL	PERFECT STRANGER	DELL	5.95
KING	PET SEMATARY	NAL	5.99
PETERSON	PETERSON FIRST GT WILDFLOWERS	HM	4.95
JUSTER	PHANTOM TOLLBOOTH	RH	5.99
COHEN	PHONE CALL FROM A GHOST	PB	2.75
ZINDEL	PIGMAN	BANT	3.50
ZINDEL	PIGMANS LEGACY	BANT	3.50
FOLLETT	PILLARS OF THE EARTH	NAL	599
KEENE	POISON PEN (ND FILES #60)	PB	3.50
DIXON	POWER PLAY (HARDY BOYS CF #50)	PB	3.50
TWAIN	PRINCE & THE PAUPER	BANT	2.25
PECK	PRINCESS ASHLEY	DELL	3.25
LOWRY	RABBLE STARKEY	DELL	3.25
MONTGOMERY	RAINBOW VALLEY	BANT	3.50
CRANE	RED BADGE OF COURAGE	BANT	1.75
ST JOHN	RED HAIR	FAWC	2.95
SERVICE	RELUCTANT GOD	FAWC	2.95
DANZIGER	REMEMBER ME TO HAROLD SQUARE	DELL	3.25
SAUNDERS	RENT A STAR	RH	2.95
BANKS	RETURN OF THE INDIAN	AVON	3.50
TOLKIEN	RETURN OF THE KING (LORD RINGS 3)	BAL	5.95
WATTERSON	REVENGE OF THE BABY SAT	AMC	7.95
GREY	RIDERS OF THE PURPLE SAGE	BANT	2.95
LENGLE	RING OF ENDLESS LIGHT	DELL	3.50
DEFOE	ROBINSON CRUSOE	NAL	2.50
ASIMOV	ROBOT DREAMS	ACE	4.95
TAYLOR	ROLL OF THUNDER HEAR MY CRY	BANT	3.50
HINTON	RUMBLEFISH	DELL	3.50

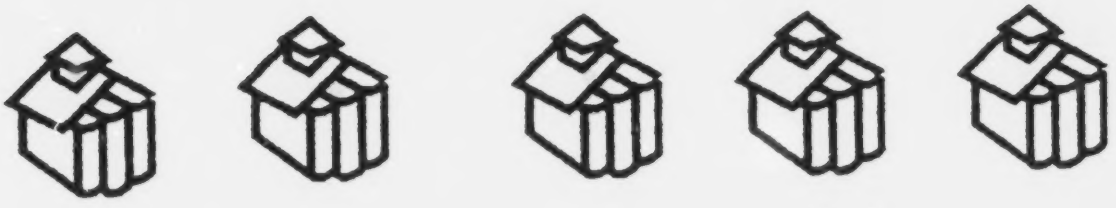
ULENE	SAFE SEX IN DANGEROUS WORLD	RH	3.95
KING	SALEMS LOT	NAL	5.99
MACLACHLAN	SARAH PLAIN & TALL	HPR	3.95
MOERI	SAVE QUEEN OF SHEBA	AVON	2.95
MYERS	SCORPIONS	HPR	3.95
KEENE	SECRET AT SEVEN ROCKS (ND #99)	PB	3.50
BURNETT	SECRET GARDEN (LAUREL LEAF)	DELL	2.75
BURNETT	SECRET GARDEN (YEARLING ED)	DELL	3.50
KEENE	SECRET IN TIME (ND #100)	PB	3.50
BANKS	SECRET OF THE INDIAN	AVON	3.50
TMNT	SECRET OF THE OOZE (MOVIE TIE IN)	RH	6.95
MATHIEU	SESAME STREET FIRE TRUCKS	RH	2.95
VOIGT	SEVENTEEN AGAINST THE DEALER	FAWC	3.95
YARBROUGH	SHIMMERSHINE QUEENS	RH	3.50
KING	SHINING	NAL	5.99
SPEARE	SIGN OF THE BEAVER (YEARLING)	DELL	3.50
MANDELL	SIMPLE WEATHER EXPERIMENTS	SP	4.95
CONS GD EDS	SIMPSON MANIA	NAL	3.95
KEENE	SINISTER OMEN (ND #67)	PB	3.50
DEVSNER	SISTER OF THE QUINTS	PB	2.95
PACKARD	SKATEBOARD CHAMPION	BANT	2.95
BENNETT	SKELETON MAN	FAWC	395
FOX	SLAVE DANCER	DELL	3.50
PRICE	SLEEPING WITH THE ENEMY	BERK	4.95
STINE	SLEEPWALKER	PB	3.50
	SMART ALECS CHEEKY JOKES FOR KIDSS	BAL	2.95
	SMART ALECS REVOLTING MOKES KIDS	BAL	3.50
LOCK	SMART ALECS SPOOKY JOKES - KIDS	BAL	3.95
MONTGOMERY	SMOKE JUMPER	BANT	2.95
DIXON	SMOKE SCREEN MYSTERY (HARDY BOYS 105)	PB	3.50
MARSDEN	SO MUCH TO TELL YOU	FAWC	3.50
CLEARY	SOCKS	AVON	3.50
WATTERSON	SOMETHING UNDER BED IS DROOLING	AMC	7.95
ARMSTRONG	SOUNDER	HPR	3.95
PECK	SOUP	DELL	2.95
PECK	SOUP FOR PRESIDENT	DELL	2.95
MALCOLM	SPEAK NO EVIL	BANT	2.95
NASH	SPORTS HALL OF SHAME: YOUNG FANS	PB	2.95
HOWE	STAGE FRIGHT	AVON	2.95
KING	STAND (COMPL & UNCUT)	NAL	6.99
NORBY	STAR REPORTER	RH	2.95
OKUDA	STAR TREK N/GEN TECHNICAL MANUAL	PB	13.00
BLUME	STARRING SALLY J. FREEDMAN (YRLG)	DELL	3.50
BLUME	STARRING SALLY J. FREEDMAN/LAUREL	DELL	3.25
STINE	STEPSISTER	PB	2.95
SERVICE	STINKER FROM SPACE	FAWC	2.95
ALCOCK	STONEWALKERS	DELL	2.95
MOORE	STORY GEORGE WASHINGTON CARVER	SCHL	2.75
MCMULLAN	STORY OF HARRIET TUBMAN	DELL	2.95
KELLER	STORY OF MY LIFE	SCHL	2.95
BERGER	STRANGER THAN FIC: KILLER BUGS	AVON	2.95
BERGER	STRANGER THAN FIC: SEA MONSTERS	AVON	2.95
DUNCAN	STRANGER WITH MY FACE	DELL	3.50
KOONTZ	STRANGERS	BERK	5.99

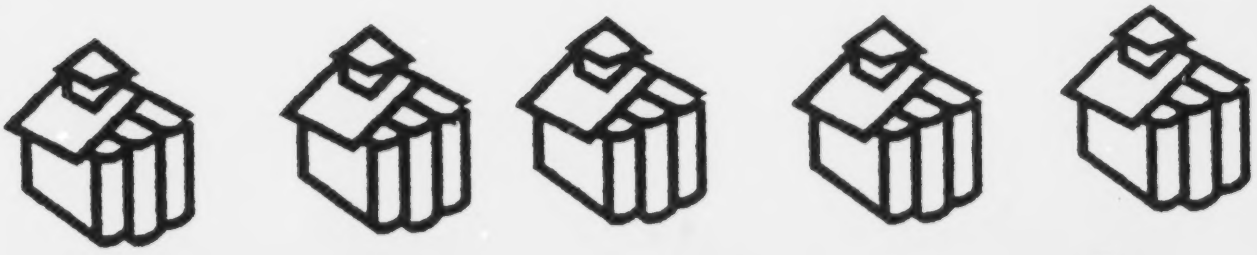
ODELL	STREAMS TO RIVER, RIVER TO SEA	FAWC	3.50
DUNCAN	SUMMER OF FEAR	DELL	3.50
GREENE	SUMMER OF MY GERMAN SOLDIER	BANT	3.50
BYARS	SUMMER OF THE SWANS	PENG	3.95
BLUME	SUPERFUDGE	DELL	3.50
PASCAL	SWEET VALLY SAGA: WAKEFIELDS...	BANT	3.99
HAMILTON	SWEET WHISPER BROTHER RUSH/FLARE	AVON	3.50
MAZER	TAKING TERRI MUELLER	AVON	3.50
POE	TALES OF MYSTERY & TEROR	PENG	2.25
HINTON	TAMING THE STAR RUNNER	DELL	3.25
ALEXANDER	TARAN WANDERER/YEARLING	DELL	3.50
EASTMAN	TEENAGE MUTANT NINJA TURTLES	BERK	9.95
EASTMAN	TEENAGE MUTANT NINJA TURTLES: BK 2	BERK	9.95
POE	TEN GREAT MYSTERIES BY EDGAR A. POE	SCHL	2.95
HINTON	TEX	DELL	3.50
HINTON	THAT WAS THEN THIS IS NOW	DELL	3.50
BLUME	THEN AGAIN MAYBE I WON'T (LAUREL)	DELL	3.25
BLUME	THEN AGAIN MAYBE I WON'T (YEARLING)	DELL	3.25
DANZIGER	THERES A BAT IN BUNK FIVE	DELL	3.25
WILDER	THESE HAPPY GOLDEN YEARS	HPR	3.50
DANZIGER	THIS PLACE HAS NO ATMOSPHERE (LL)	DELL	3.25
DANZIGER	THIS PLACE HAS NO ATMOSPHERE (YRL)	DELL	3.25
MAZER	THREE SISTERS	SCHL	2.50
WELLS	THROUGH THE HIDDEN DOOR	SCHL	2.95
BLUME	TIGER EYES	DELL	3.50
WELLS	TIME MACHINE	NAL	4.95
HANSBERRY	TO BE YOUNG GIFTED & BLACK	NAL	4.95
LEE	TO KILL A MOCKINGBIRD	WARN	4.95
KING	TOMMYKNOCKERS	NAL	5.99
STEVENSON	TREASURE ISLAND	NAL	1.95
HAAS	TROUBLE AT ALCOTT SCHOOL PB & J 4	SCHL	2.50
PASCAL	TWINS LITTLE SISTER (SVT #49)	BANT	2.99
DUNCAN	TWISTED WINDOW	DELL	3.50
HAAS	TWO FRIENDS TOO MANY PB & J 8	SCHL	2.50
TOLKIEN	TWO TOWERS (LORD OF RINGS PART 2)	BAL	5.95
DIXON	UNCIVIL WAR (HARDY BOYS CF #52)	PB	3.50
ASIMOV	UNIDENTIFIED FLYING OBJECTS	DELL	4.95
LARSON	VALLEY OF TH FAR SIDE	AMC	6.95
WILLIAMS	VELVETEEN RBBIT (MM)	AVON	2.95
DAVID	VENDETTA (STAR TREK GIANT NOVEL)	PB	4.95
FOX	VILLAGE BY THE SEA	DELL	3.50
DAVIS	VISION QUEST	DELL	3.50
GALLO	VISIONS: 19 SHORT ST FOR YNG ADUL	DELL	3.50
PECK	VOICE AFTER MIDNIGHT	DELL	3.50
HARTLEY	WACKY FILL INS #2	SCHL	1.95
HARTLEY	WACHKY SUMMER FILL INS	SCH	1.95
GORDON	WAITING FOR THE RAIN	BANT	3.50
WELLS	WAR OF THE WORLDS	AIRM	1.95
WEBSTER	WEBSTER NW DICT AMER LANG REV (MM)	WARN	4.50
PYKE	WEIRD & WONDERFUL SCIENCE FACTS	SP	3.95
WATTERSON	WEIRDOS FROM ANOTHER PLANET	AMC	7.95
RASKIN	WESTING GAME (FLARE)	AVON	3.50
ALEXANDER	WESTMARK	DELL	3.25
HOWE	WHAT ERIC KNEW	AVON	2.95

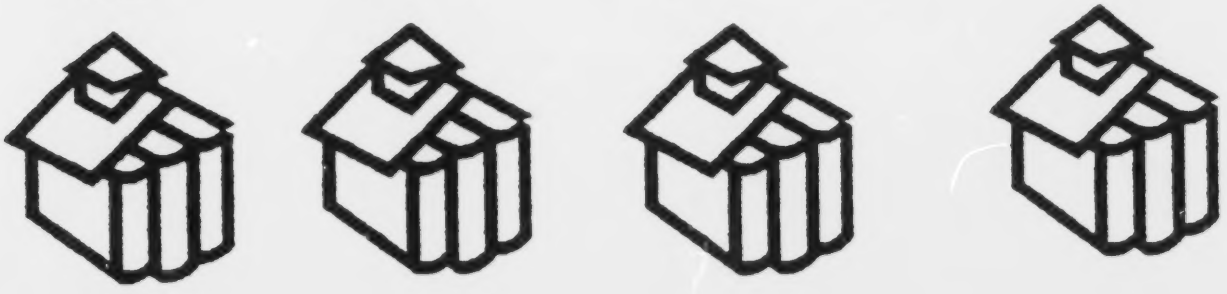
BORLAND	WHEN THE LEGENDS DIE	BANT	3.50
SERVICE	WHEN THE NIGHT WIND HOWLS	FAWC	2.50
RAWLS	WHERE RED FERN GROWS	BANT	3.99
SILVERSTEIN	WHERE THE SIDEWALK ENDS (HBK)	HPR	15.00
SENDAK	WHERE THE WILD THINGS ARE (PPR)	HPR	4.95
HANDFORD	WHERES WALDO ULTIMATE FUN BOOK	LB	7.95
LONDON	WHITE FANG	SCHL	2.75
COLLIER	WHO IS CARRIE	DELL	3.25
SMITH	WHOS OUT TO GET LINDA	PB	2.75
CONFORD	WHY ME	PB	3.50
LARSON	WILDLIFE PRESERVES	AMC	6.95
HAMILTON	WILLIE BEA & TIME MARTIANS LANDE	MACM	3.95
MELTZER	WIND IN THE WILLOWS	PENG	3.95
PAULSEN	WINTER ROOM	DELL	3.50
PIKE	WITCH	PB	3.50
SPEARE	WITCH AT BLACKBIRD POND (LL)	DELL	3.50
DAHL	WITCHES	PENG	3.95
SNYDER	WITCHES OF WORM	DELL	3.25
COLBY	WORLDS BEST TRUE GHOST STORIES	SP	3.95
LENGLE	WRINKLE IN TIME (LAUREL LEAF)	DELL	3.50
PFEFFER	YEAR WITHOUT MICHAEL	BANT	2.95
	1000 KNOCK KNOCK JOKES	BAL	4.95
STEIN	1000 MONSTER JOKES FOR KIDS	BAL	3.95
STINE	101 CREEPY CREATURE JOKES	SCHL	1.95
EISENBERG	101 ROCK & ROLL JOKES & RIDDLES	SCHL	1.95
OSBORNE	13 GHOSTS: STRANGE BUT TRUE STOR	SCHL	2.75
VERNE	2000 LEAGUES UNDER THE SEA	NAL	2.95
CLARKE	2001 A SPACE ODYSSEY	NAL	4.99
ROVIN	500 HILARIOUS JOKES FOR KIDS	NAL	2.99

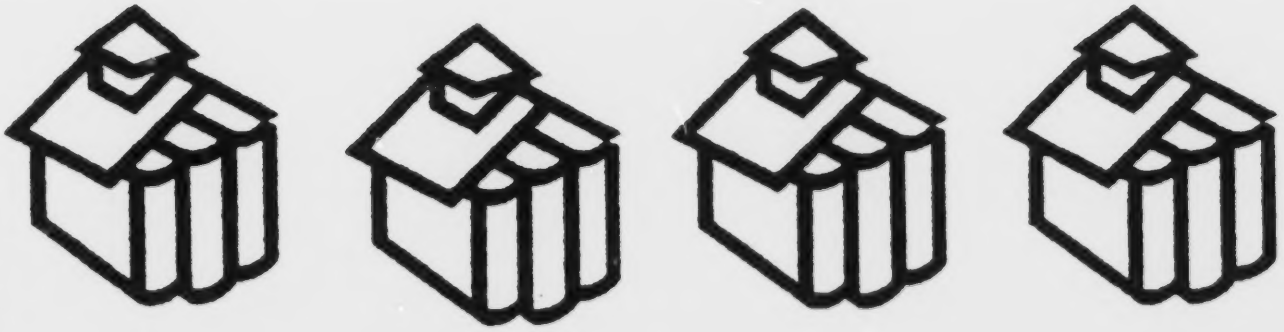
BOOKSHOPS LOGO

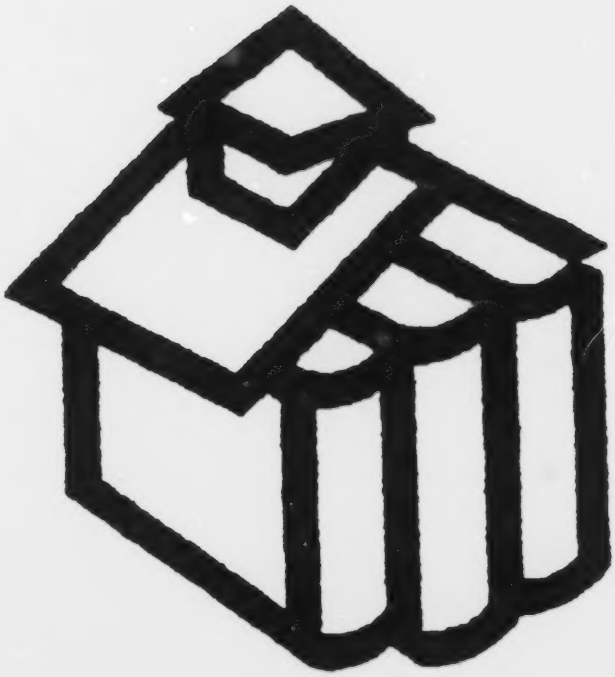
— Clip Art —

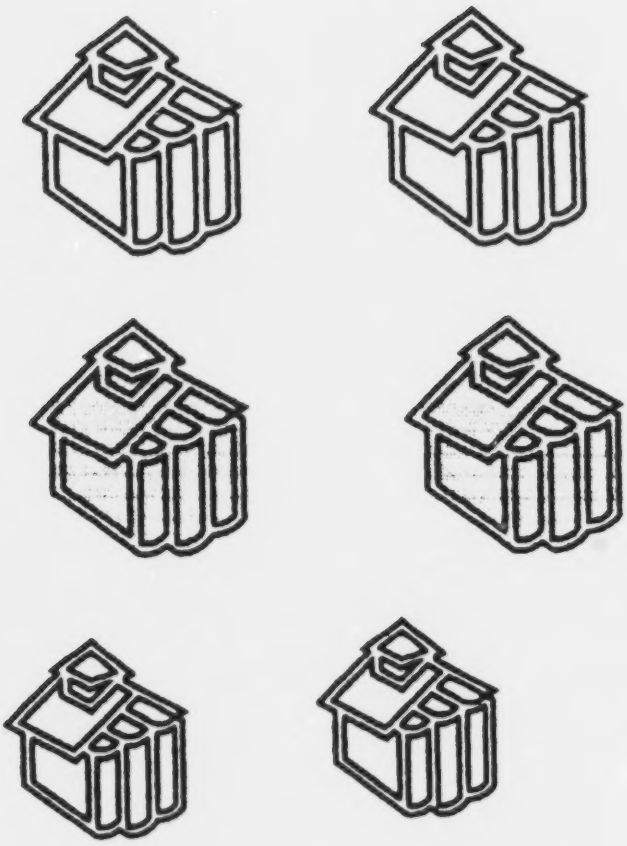






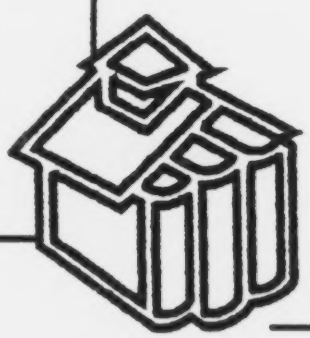






BOOKSHOPS

BULLETIN



BOOKSHELVES

Portable, folding bookshelves are a solution when the Bookshop has no permanent room or wants some convenient way to move a display from area to area. Some Bookshops also use portable shelving as a supplemental outlet to their main display area. When the Bookshop is located near the second floor library and the cafeteria where the Bookshop wants to conduct lunch time business is on the first floor, portable shelving in a better solution than lugging boxes of books up and down flights each lunch period. When the Bookshop can roll portable shelving into a classroom for browsing, ordering, or even purchasing, there will be new readers added to the success of the Bookshop. When a Bookshop opens at the school ball game, PTA meeting, or big event at the adjacent school there are some convenient advantages to portable shelving. Portable shelving needs to be very sturdy, easy to manipulate, spacious enough to handle a good amount of display, and tall enough to allow convenient access to browsing. It must also provide some means for quick and easy compacting, locking for security, and accommodating available spaces in a variety of settings. Some portable shelving may need to be light enough that it could be lifted when empty, but that is generally not a major criteria of a good portable bookshelf.

Homemade shelving can be a solution to limited Bookshop space and/or limited budget for shelving. Building shelving to fit available space on the wall or floor provides obvious advantages. Homemade shelving also has the obvious advantage of economical shelving when commercial shelving is quite expensive, assuming that construction labor costs are not high. Many Bookshops have managed to recruit volunteer carpenters among parents, retired citizens, or even by donations from professional carpenters. Some Bookshops have arranged with school faculty to incorporate the building of shelving as part of industrial arts class assignments or activities. Some Bookshops have arranged for skillful school custodians to construct shelving. Of course, volunteer construction may entail some concern for expediency, and does not ignore the need for raw materials (which are often easily available through donations from local lumber or hardware businesses interested in supporting educational programs, such as the Student Bookshop). Modifying spare book shelves donated by community or school resources is not difficult and often a potential solution to funding expensive commercial shelving. Sturdy, efficient, flexible in use, and attractive in appearance are good criteria for homemade shelving. Almost anyone can describe the 1x12 pine boards sitting on concrete blocks as an easy, inexpensive, and fairly durable book shelf design. Not particularly attractive, not portable, not particularly effective for face-out book display, not difficult to make, and not expensive; the board and block shelf is still a viable option for book shelving in some circumstances.

Shelving should allow display of books face-out, rather than spine-out. There are good reasons why commercial book sellers devote as much space as possible to displaying books face-out in contrast to the typical library style of spine-out. Bookshops consistently report that face-out book displays noticeably increase browsing and buying. Of course, storage of books may sometimes require some spine-out shelving of books, and if there are multiple copies of the same title, only one sample would normally be displayed face-out.

Inventory should be secure from accidental damage and theft. Shelving needs to be securely displayed and stored. Bookshop workers may need to obtain a key to unlock portable shelving with their daily report supplies and remember to securely lock the shelves when the Bookshop closes for business or is being stored during vacations. For long term storage (such as summer vacation, if not being used during summer school), it may be wise to enclose the inventory shelving with plastic or other covering that protects from moisture, excessive dust, critters, or other hazards of storage.

HOME-MADE SHELVING FOR CUSTOMIZING AND ECONOMIZING

The following pages describe homemade shelving ideas offered by student Bookshops and other sources similar to Bookshops. *The plans are not carefully detailed* with exacting specifications as each bookshop must adjust ideas to fit their specific needs and resources. It is assumed that all hardware would be of industrial quality capable of considerable durability and stress. In particular we recommend very large industrial casters for the portable shelving. We assume that construction would include sufficient finishing to avoid splinters or other injuries during regular (but sometimes somewhat careless) handling. We assume that shelves would allow convenient book accessibility by their construction and placements. We suggest that dimensions should consider that the most commonly displayed books will be of paperback dimensions. We know that Bookshops tend to quickly run out of needed book display space: it is unlikely to have too much shelf space. The new Bookshop should *plan for at least 250 paperbacks in their initial inventory,* preferably closer to 500 or more. For many of those books to be displayed face-out, shelving space becomes prime territory.

When designing your homemade bookshelves, it is helpful to attempt some simulation of each option in size, configuration, flexibility, customer convenience, and location. Careful planning will likely result in efficient, flexible, and enduring results in the test of actual use. Colors, decorations, etc. are considerations, but not the primary considerations in shelving.

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SUPERIOR HOME MADE AND REPAIRED SECOND HAND SHELVING

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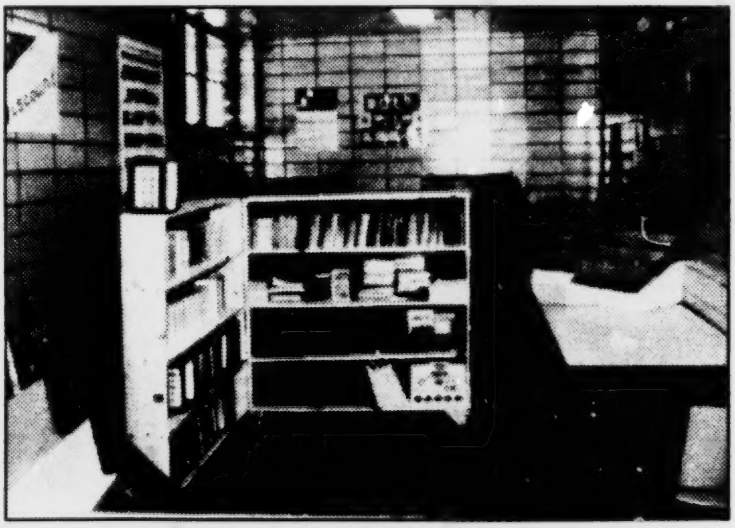
BORROWED FROM THE KITCHEN

New Albany, IN Hazelwood Middle School BULLPUPS Bookshop located in a space the kitchen crew could spare that opened on to the lunch room. This proved to be a great location because the Bookshop is open during lunch periods and is located right at the end of the serving line next to the cashier. Every student must pass the Bookshop every day. A comfortable lunch schedule gives students ample time to browse. Classes also visit the Bookshop on a regular basis. The Bullpups use volunteer parents to help cover times when added workers are needed. Two mothers have now had perfect "work" attendance for over one year. These pictures were taken as new books were being placed on shelves. The home-made shelves are all capable of locking and rolling, but there are several different style shelves at this Bookshop.



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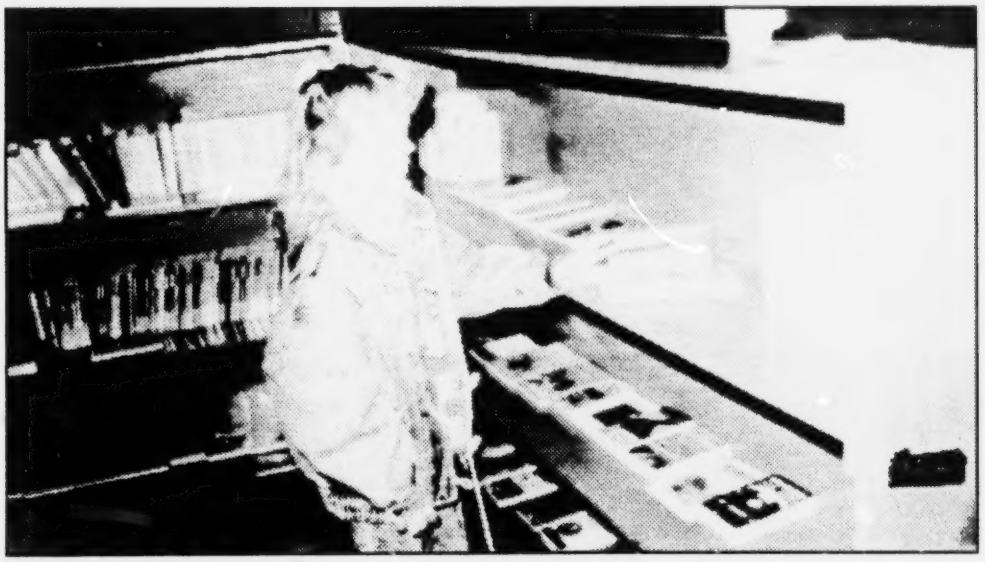
NO SPACE AVAILABLE - EXCEPT THE GYM

Charlestown, IN Middle School Pirates Bookshop, where portable shelves open in the school gymnasium before school and during lunch periods.

These photos were taken in the early weeks of their first opening. Notice folding home-made shelves, simplicity of worker station, and face-out books. Before school there is three-deep browsing. When closed, the shelves fold, lock, and roll to the side of the gym. A professional teacher serves as volunteer advisor.



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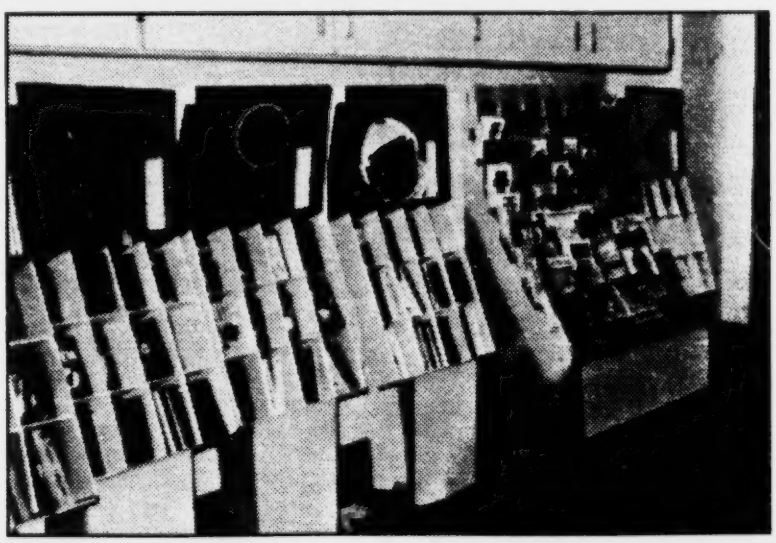
NO TWO BOOKSHOPS ARE ALIKE, BUT ALL HAVE A COMMON GOAL



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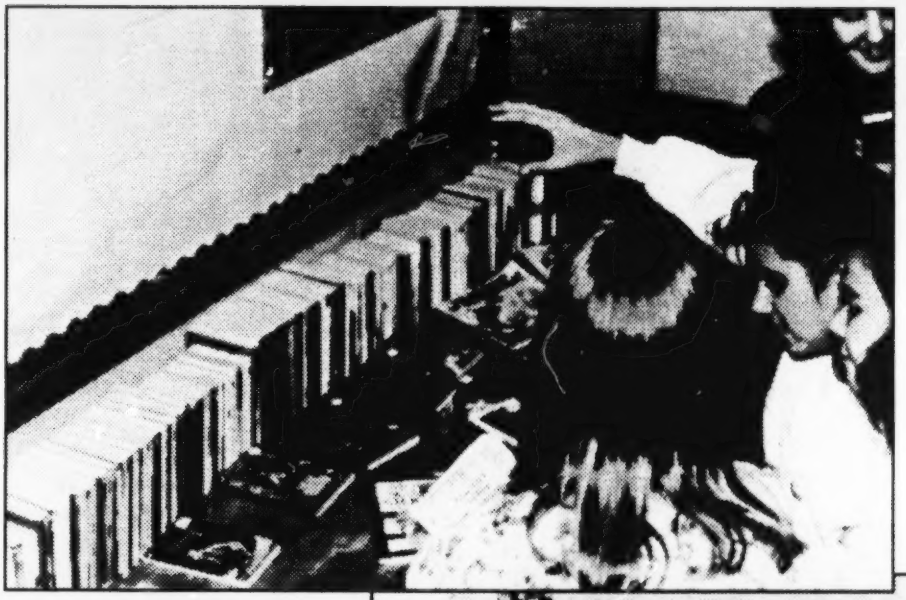
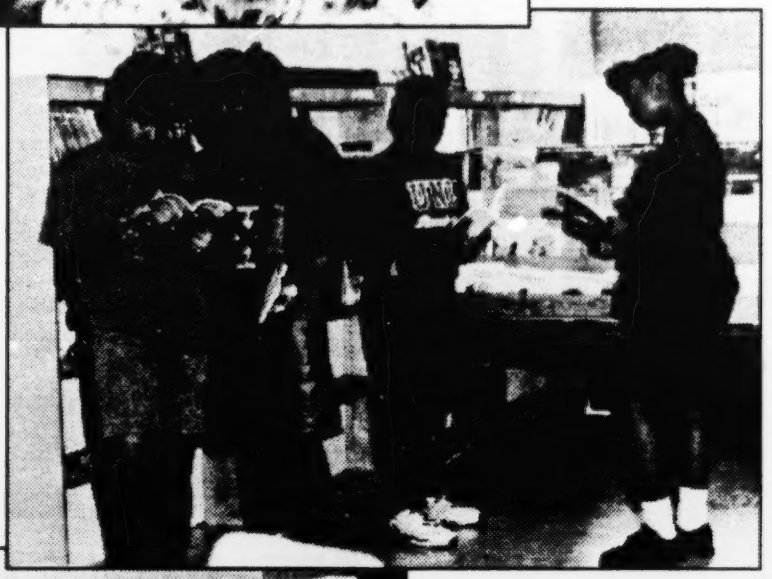
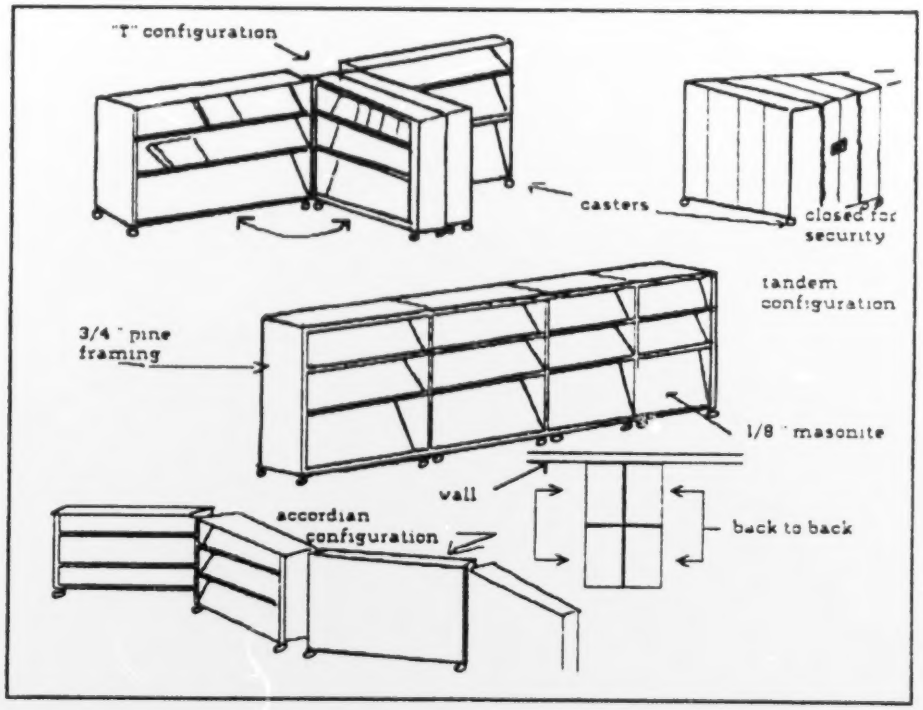
MAKE ROOM FOR BROWSING





PORTABLE SHELVING THAT FOLDS

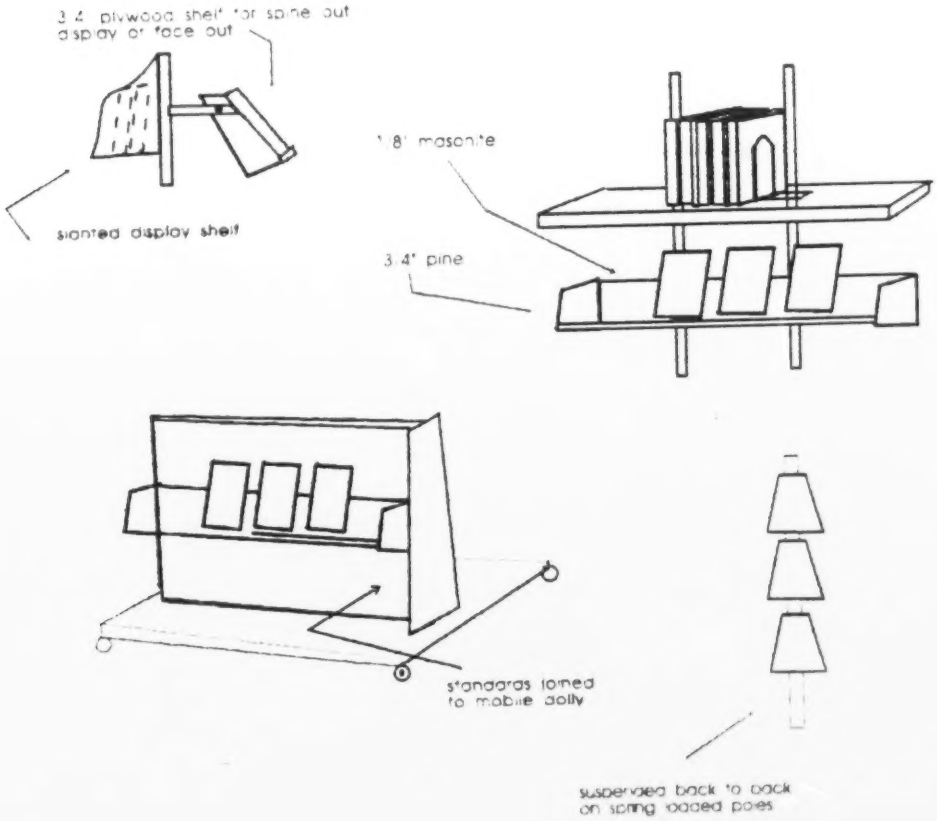
For fairly permanent, easily stored, quickly secured, constant use of a good sized inventory, consider the four-section folding shelf idea. It is often just right for the classroom or open spaces (gymnasium, lunch room, hallway, lounges, library, etc.). Each section should be at least 30" high (up to about 60"), at least 24" wide (out to 4 ft. each), and 5" deep. Shelves are 9" high and tilt backwards, leaving a 2" deep front lip with room for two or three copies the same title. If there is room for customers on both sides of the opened shelves, the customers will be less crowded, but that configuration requires more front storage space than the T configuration. If these are to represent the main display of the Bookshop, it will likely require at least two sets to offer a good inventory display.



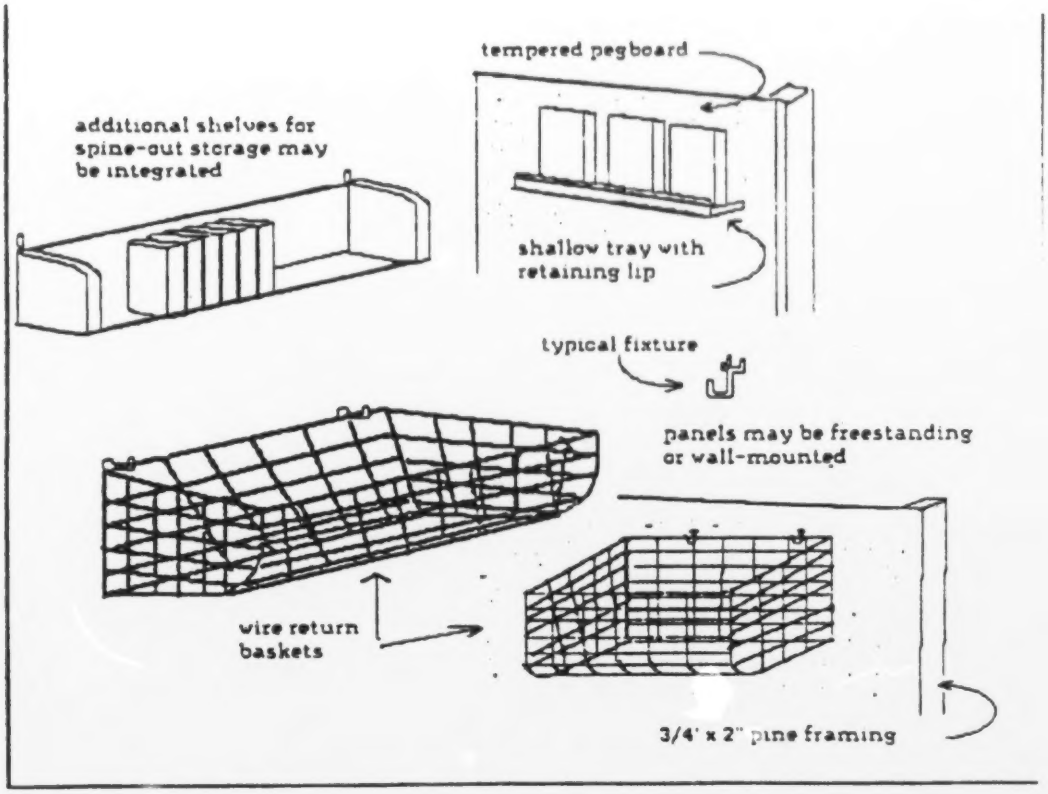
Notice that these shelves display in two positions when all hinges are at the back of each section. The accordion configuration requires placing hinges in strategic arrangement. All portable shelving should have heavy (industrial construction) rollers at each corner of every section. This will provide easier handling and better durability. Two sections can be easily hinged, but only two sections will not usually hold enough books for any good variety of categories. Strive to gradually provide shelving for over 500 books in your main display.

BASIC **WALL** MOUNTINGS

Wall mountings could also be used as mountings on or between portable frames to enlarge your display at least some. They can be hinged for temporary folding for storage or other uses of wall or frame spaces. They can be mounted on a tandem spring-loaded poles reaching from floor to ceiling. They can be constructed to allow shelf slanting that holds book displays, hinged so they can be locked when closed, or affixed in adjustable distances from each other. They usually need a retaining lip to keep books from slipping out if the shelf is slanted downwards (better book view). A variety of brackets, hinges, etc. could be selected. If the upright portable style is used, but certain it is designed to hold both equal and unequal weights at the top levels. The portable style may also need lockable casters. Keep dimensions of the portable style so it can easily and safely pass through doors (suggested dimensions = 18" depth, 36" length, and maximum 60" height).

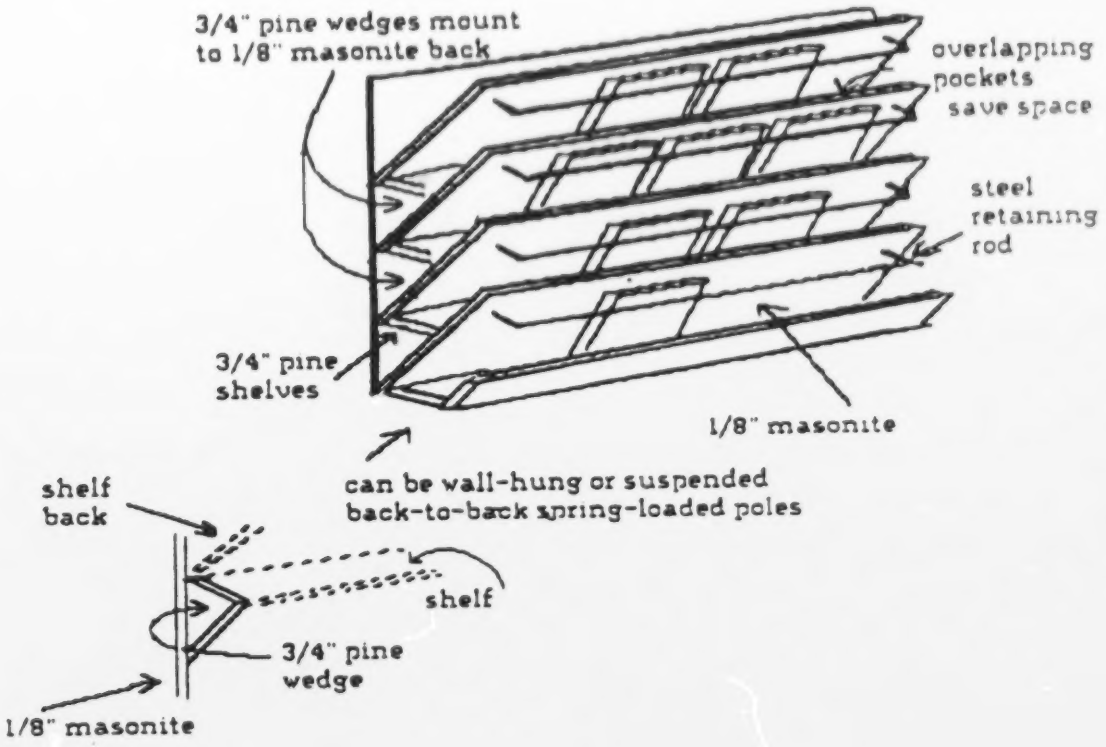

3/4" plywood shelf for spine out display or face out
slanted display shelf
1/8" masonite
3/4" pine
standards joined to mobile dolly
suspended back to back on spring loaded poles

PEGBOARD is a universal material that can be found almost anywhere. It is sturdy, has holes for standard hardware designed for hanging items, lightweight, and inexpensive. However, pegboard is non-structural so even if it is wall-mounted, it should be framed. Using 1"x 2" pine, glued and screwed to the edges of the pegboard, it can hold considerable weight on shelving. Using this basic framing it is also relatively easy to add a second sheet of pegboard to make a double-faced, freestanding unit on floor-to-ceiling poles. In addition, cork board and/or chalkboard can be hung on the tips of the pegboard to provide display or writing surfaces. Pegboard can also serve as the masonite shelving boards suggested in some diagrams of this section. It can not substitute for any board intended to hold much weight or stress and never as a framing board. Using pegboard fixtures, it has great flexibility for wire basket or narrow shelving similar to those pictured here.


tempered pegboard
additional shelves for spine-out storage may be integrated
shallow tray with retaining lip
typical fixture
panels may be freestanding or wall-mounted
wire return baskets
3/4" x 2" pine framing

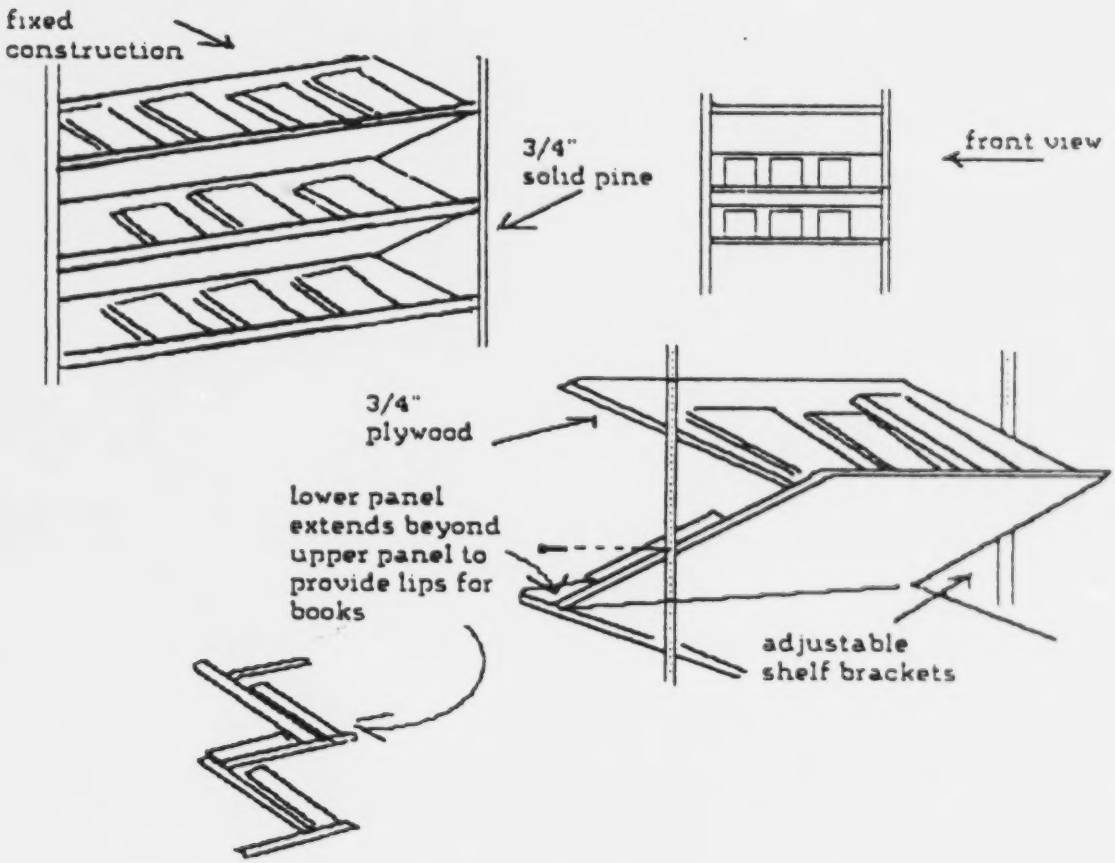
ANGLES WRANGLE MORE BOOKS IN A GIVEN SPACE

To net a greater quantity of vertical height space available, consider hanging shelves at an angle. Angled shelving usually enhances quick scanning of the book covers. The following diagram is a unit that could be wall-hung, suspended on floor-to-ceiling spring-loaded poles, or be constructed in a back-to-back portable dolly shelf set. This unit has built-in forward tilting shelves that can overlap each other, providing pockets for face-out display. The shelves are 9" high, 36" wide, and 3" deep. By construction allowing a 3" overlap, it is possible to create four shelves where usually only three would be available. A 1/8" stainless steel retaining rod set more than half way up each shelf keeps books from slipping, while permitting easy removal and insertion.



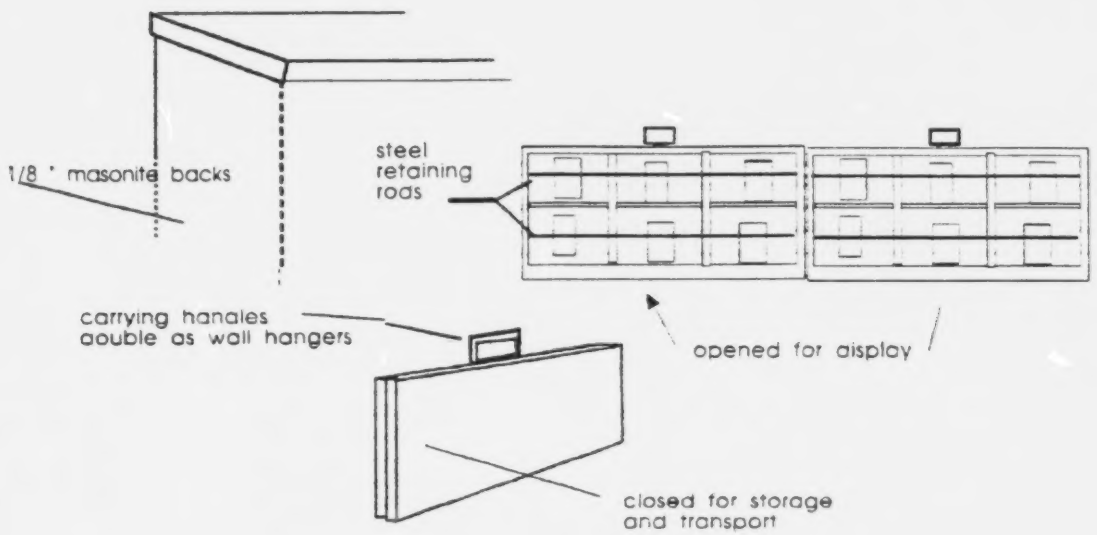
FREE STANDING ANGLED SHELVES

A variation on the angled design above is a freestanding, double-faced unit diagrammed below. I could be built as a fixed structure or (to reduce construction to a minimum) be assembled out of adjustable shelf brackets for easy relocation. Lightweight and easily assembled or disassembled, this unit offers considerable flexibility for shelving that can be easily stored or used as a supplemental shelving to larger shelf units. The shelves in this one are 10" high by 48" long; hung at 45 degree angle. Note that by proper placement of one shelf on the other, a book retaining lip of 2" depth is provided as a bonus; eliminating the need for additional molding. With other angles, lip molding may be needed, but could allow even less depth space should that be needed.



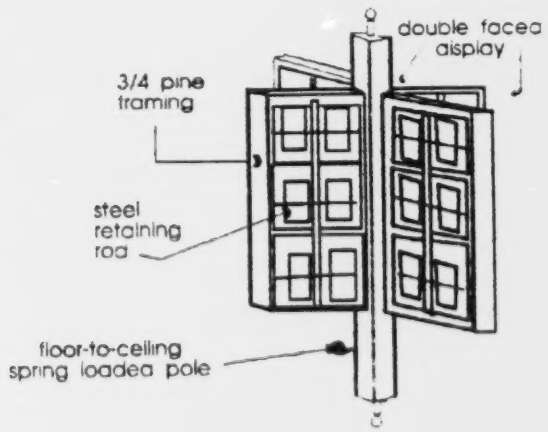
ATTACHÉ CASE BOOKSHELF

If you need a very small display (e.g.- 20 or fewer paperbacks) that is very portable, you might want to consider the clever attaché case bookshelf. *It could also quickly be mounted on top of another medium height bookshelf or even hung on sturdy coat-rack type wall hooks.* Vertically hinged, the two halves of the are only 2" thick each, 18" high and 36" long. The hinges could be of removable type to allow either one six-foot wide display or two three-foot displays of two rows each. Our diagram does not show the actual 20 title display that the dimensions of the real model handles comfortably with face-out display. The 1/8" diameter stainless steel rod located about half way up each row could also be a thin cable, but wires or cords were less effective over the long run. Of course, the dimensions could be altered to allow more book storage or display, depending upon the desired comfort in carrying. Larger and heavier dimensions may also alter the options for hanging, etc. This unit is so light and compact that it may be wise to either hang it or lean it against a wall. Perhaps you would want to design a modification that provides added stability as a free-standing unit. In using the attaché case shelf, it is necessary to secure the entire unit in another locked area or large unit because it is built to be carried away.


1/8 " masonite backs
steel retaining rods
carrying handles double as wall hangers
opened for display
closed for storage and transport

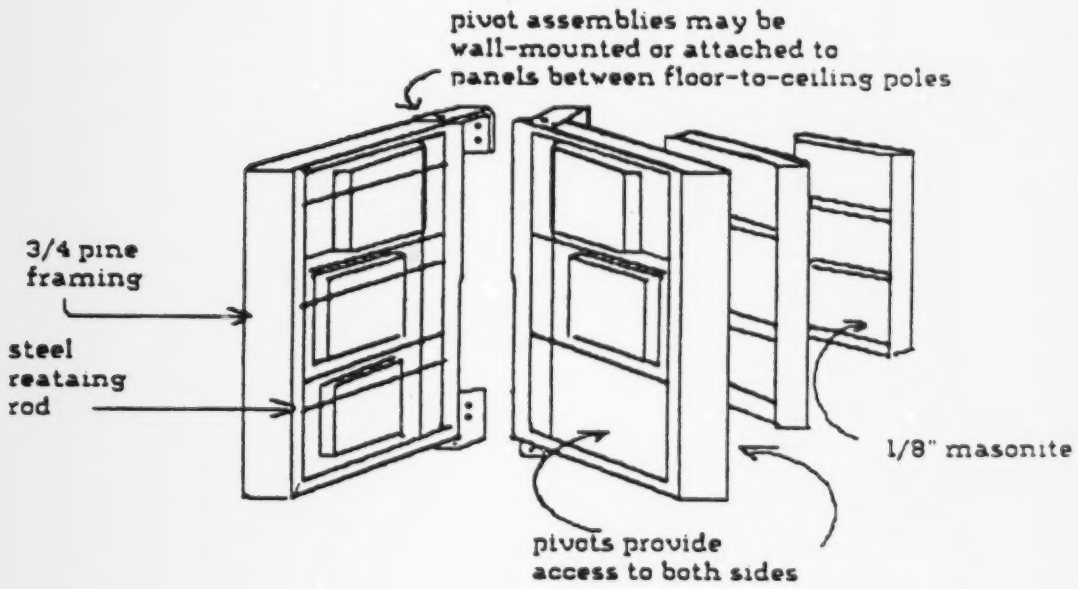
BOOK TREE

Considering the high cost of wire spinner shelving, yet recognizing the advantages they offer, one alternative that can handle a gross (yes, 144 paperbacks) of books within a 4 ft. diameter space is the book tree unit. This design, however, requires attention to floor and ceiling conditions. Where actually used, it may be wise to build a security square of molding around the spring-loaded pole ends (just in case someone uses excessive push or pull instead of revolving motions). Safety must always be a primary consideration in every element of the Bookshop operation. Our illustration below will hold 48 books with dimensions of 30" high, 15" wide, and 3" deep leaves (double faced and fixed in place). With dimensions of 60" height, and 23" width there is an operational book tree routinely holding a gross of paperback books. The steel retaining rods are set more than half way up book level to keep the books from slipping. Again, there must be a traditional (8 ft.) ceiling, and should include some sturdy, secure platform for the spring-loaded poles.



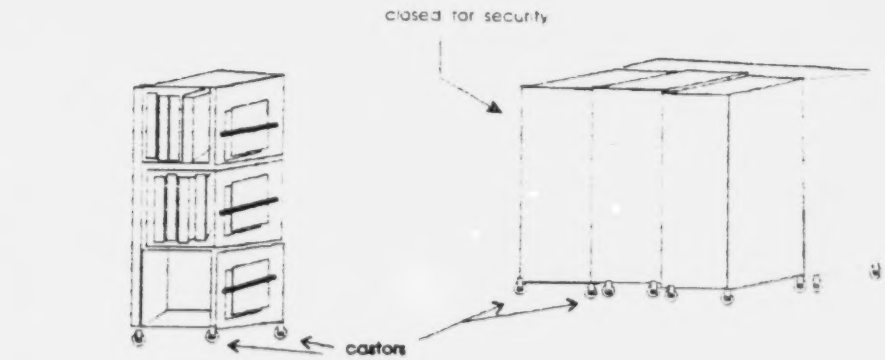
BOOK LEAVES

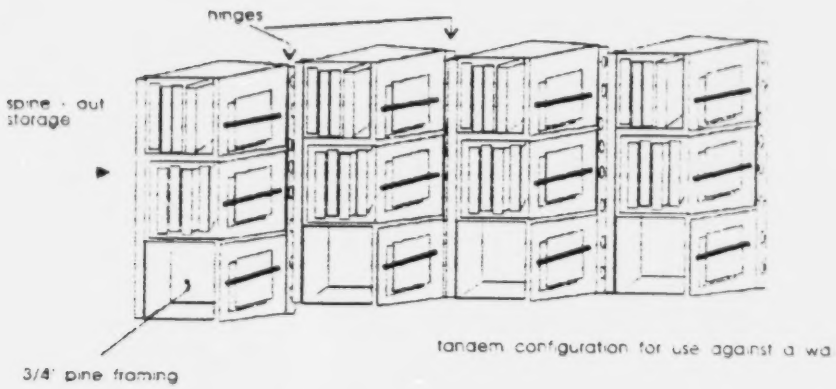
These leaves can be mounted on walls, columns, or any place where horizontal space is limited. They can be turned independently and viewed by several people at the same time. The pivoting leaves offer access to the back and front faces of each leaf. They house a greater number of books in less horizontal space than is required for conventional wall shelves. For freestanding design, the leaves could be mounted on a panel set between any stable braces. Each leaf of one actual model was 30" high, 16" wide, and 3" deep (split down the center to provide the double faced access. Each space was divided vertically into thirds, providing a total of six compartments per leaf. A stainless steel rod set more than halfway up each compartment retained the books. Our illustration suggests fewer books than actually were displayed. A typical paperback book with dimensions of 5"x 8" should have about 7"x 10" space on the shelf, which would allow 12 books per leaf. A commercial computer business utilized this same design idea to display software boxes, but the leaves were 6 feet tall and 4 feet wide to allow far more display space per leaf. Without any modifications to this basic construction (no casters, for example), that display worked very efficiently. Because paperback books are not appreciably heavier than the software boxes, we predict that the larger leaves would be an option for a bookshop also. Book leaves must be attached to a sturdy, permanent wall and spaced on the wall for comfortable use when opened with two customers back to back between leaves.



ROLLING CUBE DESIGN

Seeking an instant library package designed for display, storage, transportability, and security, the design followed the design of a larger four-way portable bookshelf to meet the specific needs of one site. Made of four sections hinged together, the unit can be opened into a walk-around island or set in a zig-zag tandem (this one was serving also as a room divider). Each of the four sections was 30" high, but could just as easily have been 60". The shelves are only 3" deep and 6" wide, but those dimensions could easily have been more than doubled. The depth allowed storage of about three paperbacks deep and when opened many of those books were displayed on top of the shelving and on adjacent tables. The steel retaining rod holds face-out books in place, and lockable casters on the base of each section facilitated configuration changes. A latch for padlocks using the same key was attached to each section, but one latch strategically placed across the top could also provide reasonable security when stored.





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CHAIN GANG SHELVING

A simple and clever wall mounted shelving represents real interdependence, yet it does not depend upon any other resource than a wall (or portable chalkboard, etc.). Boards, eye hooks, and fasteners are used to produce a desired number of shelf levels. The vertical element (back) is 9" high and 36" wide. Of course, the horizontal boards are also 36" wide, but are half as deep (4 1/2"). The vertical back board is set back 1" from the rear edge of the horizontal board and fixed with flat head screws. At the front edge of the vertical board, nail a small quarter round strip for the books to rest upon. Place hooks at the top of the vertical board and rings straight out from the back of the vertical board. The rings will nest against the wall to combine with the inset of the board to produce a good angle for the books. When hung, shelves will automatically tilt back at a good angle for face-out display. The first shelf hooks on a wall and all other leaves hook onto each other. Using masonite and pine, this is certainly a very inexpensive, easily constructed, flexible shelf idea.

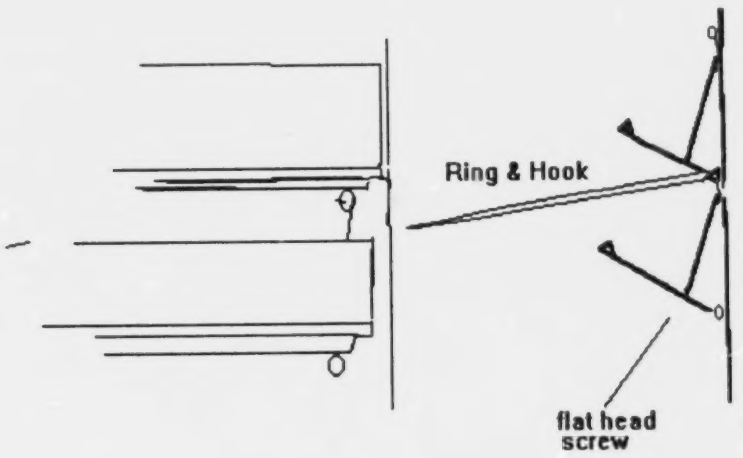
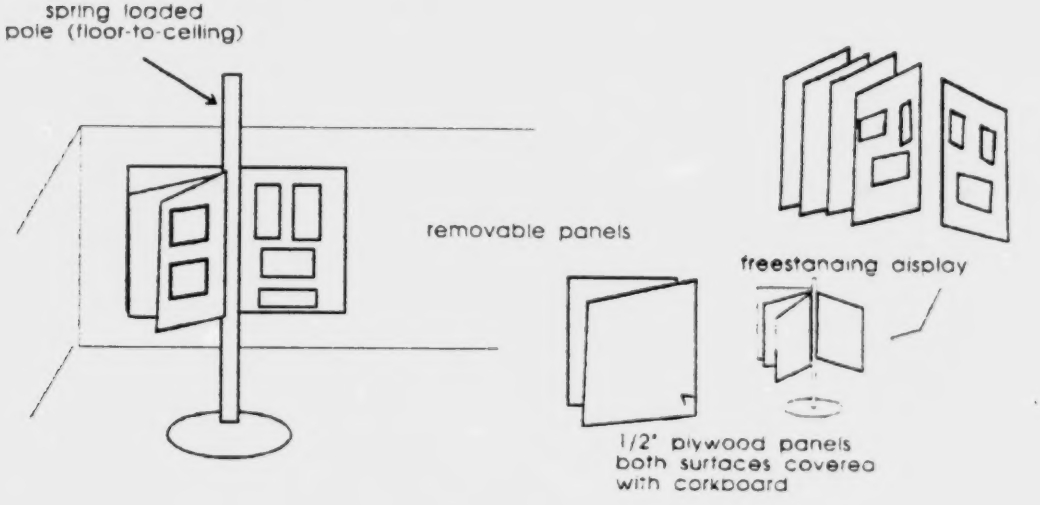


EXHIBIT PANELS

Eye catching displays in the Bookshop, hallways, etc. can serve as a graphic catalog of book covers, information that stimulates interest, newspaper clippings, facts about authors, photos, etc. A unit can be hung on the wall, hung from the ceiling, placed on weighted bases, hung on a floor-to-ceiling spring-loaded pole, or attached to a lazy susan type base. Panels should be light weight, but able to hold pins or tacks. Cork mounted on thin masonite or hemosote would be sturdy, light and durable. Removable panels would allow quick and easy replacement (displays should not get stale, but could be stored for use the following year or moved to new locations. The illustration below suggests 1/2 inch plywood removable panels covered with cork board. This type panel is not designed to hold books, although it could be modified for that purpose also. Again, make displays very bright, attractive, clearly labeled, and interesting. Hopefully such displays will entice customers to browse, seek a particular book, or consider a topic available at the Bookshop (or suggest one to special order).



COMMERCIAL SHELVING MIGHT BE AN OPTION

When local stores move or go out of business it is very probable that they have some shelving they do not really want. Remember that the Bookshop is a school function entitled to certain tax benefits. The Bookshop can provide a letter of receipt indicating the estimated value of donations: that store probably can realize as much economic benefits from giving shelves to the Bookshop as they can by moving them. For example, the Austin, IN project Bookshop learned that a local Hill's Department Store was moving from a near-by town. The Advisor was alert to the implications and contacted the Hill's store manager who quickly agreed to donate as much shelving as the Bookshop wanted. The Bookshop secured used of the school's athletic vans and carted off shelving that would usually cost a real bundle. The cost to the Austin BOOK DEPOT was virtually

free, except for time and a little gasoline for the vans. They even got spinners, which are normally very expensive and vital to the BOOK DEPOT because their initial Bookshop was actually in the corners of the classroom where the advisor taught and in the school library on another floor of the school.

Your school district may well have some extra commercial shelving someplace. It may be in need of repairs, but repairable and available for the asking (and searching, perhaps). It may be possible to modify old commercial shelving to suit your needs. For example, get two old metal shelf sets under which you can add a solid wood baseboard with rollers attached. Hinge two or more shelves together and you have the same configuration as shown in our first illustration of this section on shelving.

NETWORK NEWS MAY HAVE A RESOURCE TO CONSIDER

Through the Network, we hear of resources for reasonable priced shelving that may be just what some Bookshop is seeking. The Network does not promote any commercial business, distributor, etc., but we sure do share information about good commercial deals when ever we can.

By coincidence, we learned of such a resource on shelving just as the manual was headed for press. The company agreed to ship us enough fliers on their special sale to add to the original manual. This company also extended the date of their sale ONLY for Network members and ONLY until January 1, 1993. We have enclosed as many of these fliers as we had with this manual and others may contact the company for their latest offers and brochures:

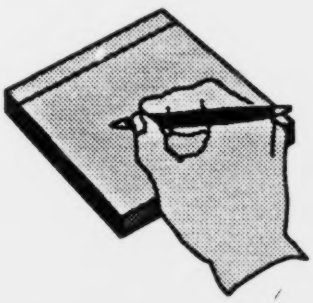
J.D. Store Equipment, Inc.
1904 E. 7th St. Fax: (213) 624-9022
Los Angeles, CA 90021 Toll-free phone: (800) 433-3543

The J.D. Store Equipment, Inc. will ship from Baltimore, MD; Chicago, IL, or Los Angeles, CA. This will likely offer added savings on shipping costs to the one-third of the U.S. you are closest to from one of these geographically located offices. The shelves they offer are intended for video box displays, but appear to be very suitable for paper back books, stable, and very reasonably priced - particularly at their sale price until Jan. '93.

NETWORK **NEWSLETTER REPORT** GUIDELINES AND SUGGESTIONS

It is important for Students' Own Bookshop Network members to remember that the Network depends upon volunteer sharing which starts with each member *contributing*. It is also useful to recognize that the Network News editor is also a volunteer who does not have opportunity to constantly solicit information to help Student Bookshops across the world. Members will receive many times more information than they submit only if everyone submits something at least once in a while, hopefully at least every three months.

Pioneer Bookshop leaders requested help with some guidelines and suggestions to help them submit good information to the shared news items. Many student shared ideas comprise the bulk of this manual. To identify possible article topics, start with the basic idea that anything that works for you may be the solution for someone's problem. Conversely, others may have a solution for your problem if they know what it is. Also, when sharing an idea remember that the details are essential in painting a picture for those who have never seen an idea in operation. When sharing, do not assume the readers can fill in blanks that you take for granted. A good report allows readers to follow your idea or question exactly.



A. Report **successful events.** Tell why you did it, how you prepared for it, what happened during the event, and what you would do if repeating the event. An example could be describing success promoting gift certificates and book sales during parent-teacher conferences where you also served free coffee with Bookshop ads, etc. Marketing ideas are always very popular Newsletter articles.

B. **Publicity ideas** are also very popular Newsletter articles. Send exact scripts, diagrams, sample poster illustrations, sample handouts, photos (must be high contrast and good focus, preferably black and white close-ups).

C. **Inventory recommendations** are popular. When we learn that several Bookshops have a particular book title or author that repeatedly seems in demand, other Bookshops may have overlooked that potential. Submit complete titles, even ISBN numbers if available. How does an efficient Inventory Committee select good inventory or keep a large stock?

D. **Distributor reports** are always useful. When you have good or bad experiences with a distributor, name the distributor (give address, phone, and fax numbers available). Be sure to mention distributor policies, prices, and what makes them worth remembering to you.

E. **Board and Committee ideas**. Some Bookshops struggle to organize effective student boards, committees, worker efficiency, etc. These organizational ideas are almost always very helpful to share. If you see a successful committee, describe how it works so well. If you can't seem to get workers to be reliable, ask for ideas from others who beat that problem somehow.

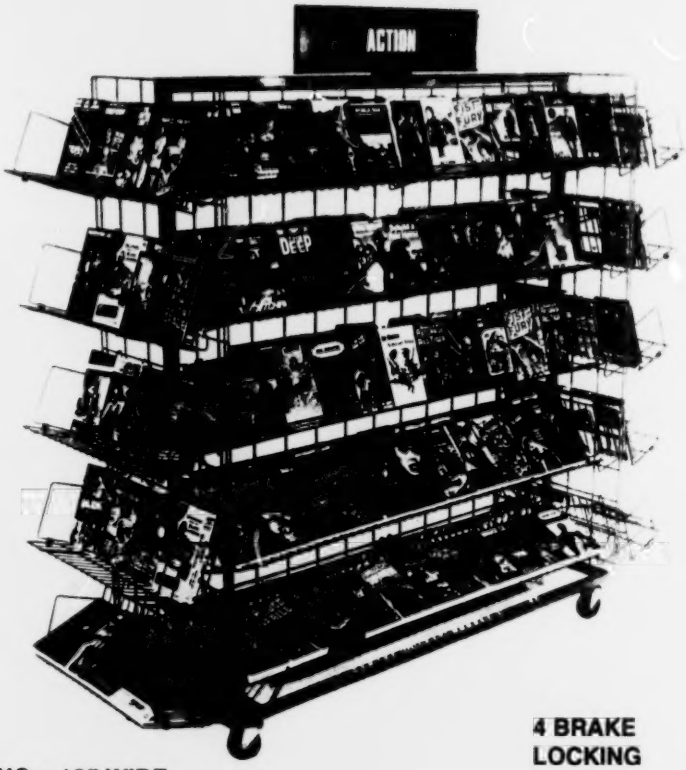
F. **Forms** can make routines go smoother. Send copies of forms; your newsletters, sample worker applications, daily cash forms, worker schedule boards (remember that editors must stay within 11" X 8", so you may need to send a scaled example).

G. **Fund raising.** Effective Bookshops need initial funds, but also good Bookshops may offer so many good discounts or prize books that they periodically want to make a special drive to build up a bigger inventory. When your Bookshop is providing an obviously worthy service, it is actually easy to get great support. What was your plan, where did you look for help, how did you ask, who asked, how long did it take, etc.?

H. **How do you get, orient, replace, and reward good workers** at your Bookshop? How did you say thanks to the adult volunteer helpers, particularly your advisors? How did you make workers and Board members very proud of their association with the Bookshop?

I. **Identification of people or groups who do continually super things** at your Bookshop may appreciate seeing their name mentioned in an internationally distributed newsletter. Of course, we do not have enough space to produce a directory of every one at every Bookshop, but we can find space for mentioning outstanding leaders and tell why they deserve special recognition .. if you report it.

K. Keep the editor aware of what you think would improve the Network News or any service of the ISU Bookshop Network. **We appreciate constructive suggestions** on any phase of serving Bookshops. There may be a specific error in a Newsletter article that you can help us correct, or there may be an article that you found particularly helpful. Let us know what's up, what's down, what's going around, and how you feel about it all. That is the way we spread the news about encouraging literacy and leadership throughout the world with the Students' Own Bookshop program. It works because you make it work.



#AS3710
ISLAND
MERCHANDISER

THE IDEAL VIDEO RENTAL FIXTURE.

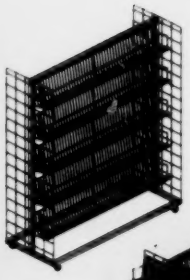
PRESENTS 150 MOVIES FACE FRONT, 1 TAPE DEEP.

CAN HOLD UP TO 5 DEEP, 750 TOTAL MOVIES.

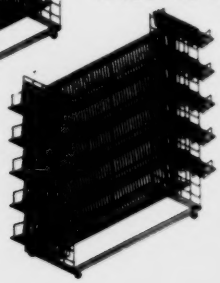
FACTORY DIRECT PRICES!

4 BRAKE LOCKING CASTERS.

57" HIGH x 48" LONG x 18" WIDE



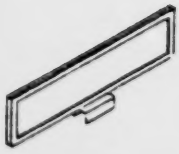
#AS3710-48-10 **VIDEO ISLAND WITH 10 48" SIDE SHELVES.**
110 FACINGS, 550 CAPACITY.
~~$170.00~~
SALE PRICE $149.95



#AS3710-48-20 **VIDEO ISLAND WITH 10 48" SIDE AND 10 18" END SHELVES.**
150 FACINGS, 750 CAPACITY.
~~$220.00~~
SALE PRICE $189.95

ORDER GREY, RED, BLACK OR WHITE ISLANDS.
ORDER GREY, RED, BLACK, WHITE OR PLUM SHELVES.

SHELF COLORS DO NOT HAVE TO MATCH COLOR OF ISLAND, AND 48" AND 18" SHELVES DO NOT HAVE TO BE THE SAME COLOR.

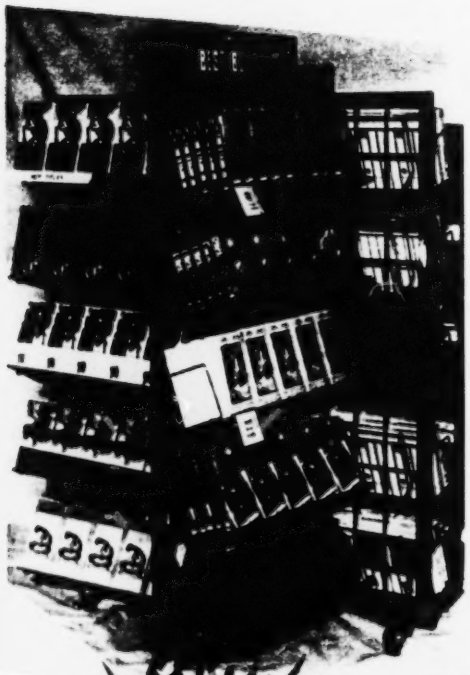


#AS5203 **SIGNHOLDER FRAME WITH FELT LINED CLAMP.**
ORDER 5½" x 22" PLASTIC SIGNS FROM OVER 400 AVAILABLE!
~~$ 6.00~~
SALE PRICE $ 3.95

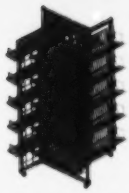
ORDER GREY, RED, BLACK, WHITE OR PLUM COLOR.

STORE EQUIPMENT, INC. 1904 E. 7th ST., LOS ANGELES, CA 90021 **TOLL FREE 1-800-433-3543**
ESTABLISHED 1977 FAX 213-624-9022

1 VISA MasterCard **WE SHIP FROM BALTIMORE, MD • LOS ANGELES, CA • CHICAGO, IL**



TOP VIEW



4 WAY MERCHANDISER

57" HIGH x 36" SQUARE, EACH PANEL IS 24" WIDE.

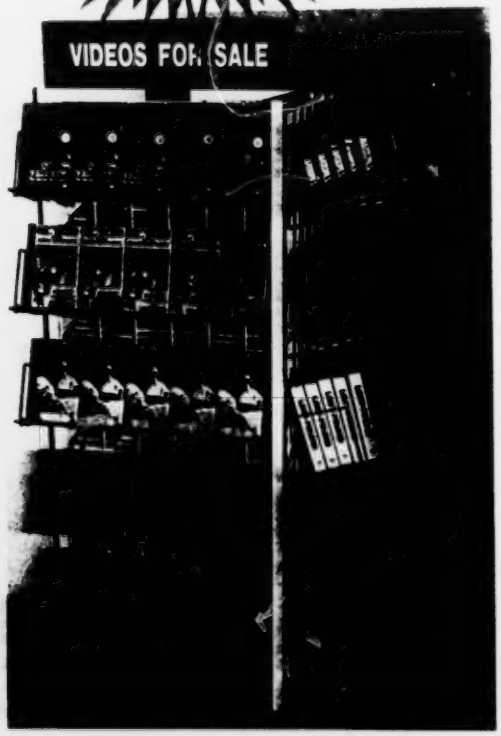
#AS3715-20 4 WAY VIDEO MERCHANDISER WITH 20 24" SHELVES. *100 FACINGS, 500 CAPACITY.* ~~$180.00~~ SALE PRICE $157.95

ORDER GREY, RED, BLACK OR WHITE 4 WAY MERCHANDISER.
ORDER GREY, RED, BLACK, WHITE OR PLUM SHELVES.
SHELF COLORS DO NOT HAVE TO MATCH COLOR OF 4 WAY MERCHANDISER.

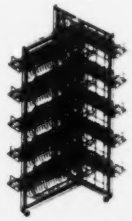
4 WAY & 3 WAY MERCHANDISERS HAVE INDUSTRIAL STRENGTH BRAKE LOCKING CASTERS.

SALE ITEMS IN STOCK NOW!

#AS5203 SIGNHOLDER FRAME WITH FELT LINED CLAMP. ~~$ 6.80~~
ORDER 5½" x 22" PLASTIC SIGNS FROM OVER 400 AVAILABLE!
USE WITH 4 WAY AND 3 WAY MERCHANDISERS!
SALE PRICE $ 3.95



TOP VIEW



3 WAY MERCHANDISER

57" HIGH x 25" LONG x 24" WIDE.

#AS5169-15 3 WAY VIDEO MERCHANDISER WITH 15 24" SHELVES *75 FACINGS, 375 CAPACITY.* ~~$142.50~~ SALE PRICE $118.95

ORDER GREY, RED, OR WHITE 3 WAY MERCHANDISER.
ORDER GREY, RED, BLACK, WHITE OR PLUM SHELVES.
SHELF COLORS DO NOT HAVE TO MATCH COLOR OF 3 WAY MERCHANDISER.

FREE!
100 PAGE CATALOG
1-800-433-3543

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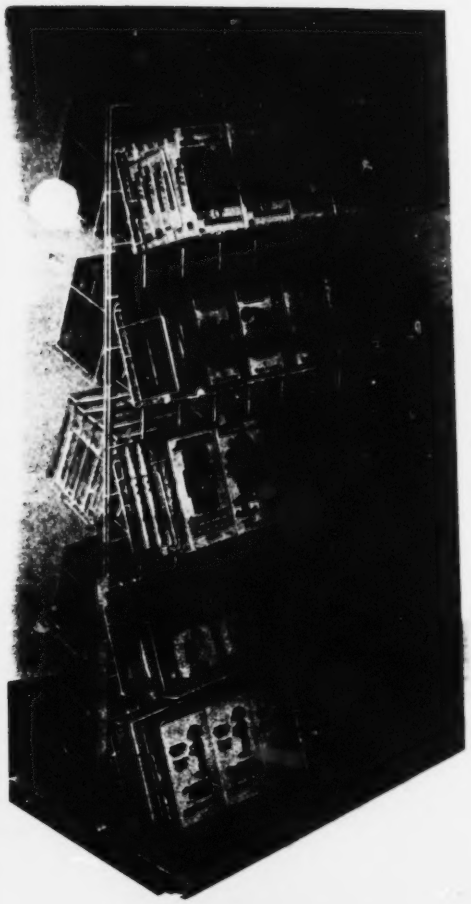
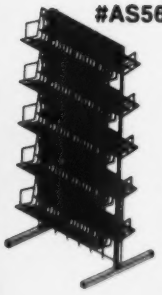
BEST COPY AVAILABLE



2 SIDED MERCHANDISER, 25"

25" LONG x 53" HIGH x 20" WIDE.



#AS5645-10 **2 SIDED MERCHANDISER WITH 10 24" SHELVES** *50 FACINGS, 250 CAPACITY.* ~~$ 85.00~~ SALE PRICE $ 69.95

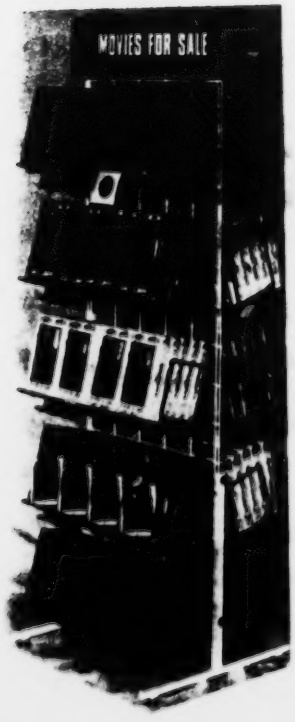
2 SIDED MERCHANDISER IS WHITE.
ORDER GREY, RED, BLACK, WHITE OR PLUM SHELVES.

#AS5591 **SIGNHOLDER CLAMP, CHROME** ~~$ 2.00~~

USE 2 TO HOLD ANY OF 's MORE THAN 400 PLASTIC SIGNS. SALE PRICE $ 1.40

ADJUSTABLE LEVELERS COMPENSATE FOR UNEVEN FLOORS!

ALL ANNIVERSARY SALE SHELVES ACCEPTS 'S SILENT SALESMEN SHELF TALKERS!



2 SIDED MERCHANDISER, 18"

18" LONG x 53" HIGH x 18" WIDE.

#AS5577-10 **2 SIDED MERCHANDISER WITH 10 18" SHELVES** *40 FACINGS, 200 CAPACITY.* ~~$ 60.00~~ SALE PRICE $ 49.95

2 SIDED MERCHANDISER IS WHITE.
ORDER GREY, RED, BLACK, WHITE OR PLUM SHELVES.

#AS5591 **SIGNHOLDER CLAMP, CHROME** ~~$ 2.00~~

USE 2 TO HOLD ANY OF 'S MORE THAN 400 PLASTIC SIGNS. SALE PRICE $ 1.40

ADJUSTABLE LEVELERS COMPENSATE FOR UNEVEN FLOORS!

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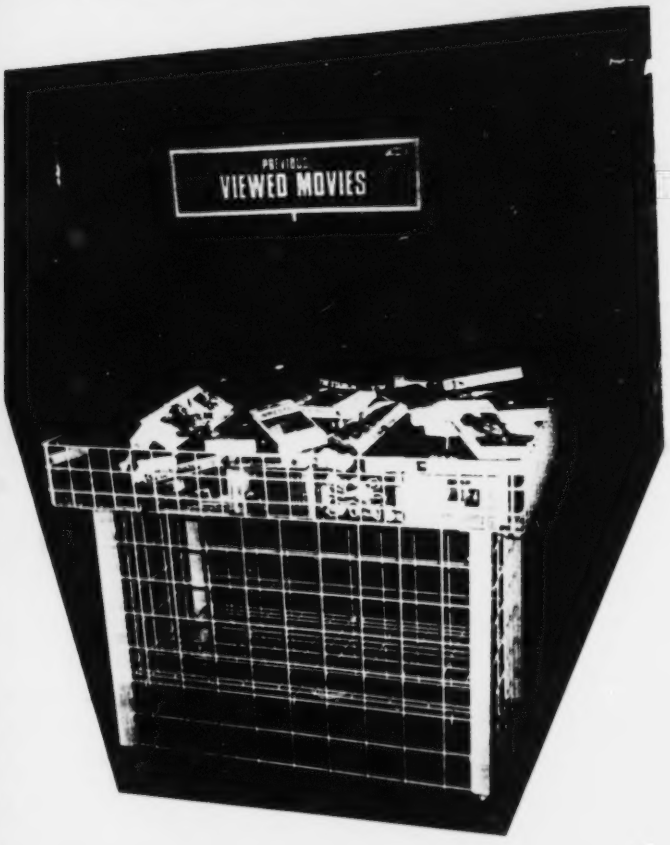


MERCHANDISING IMPULSE TABLE

24" WIDE x 42" LONG x 34" HIGH.

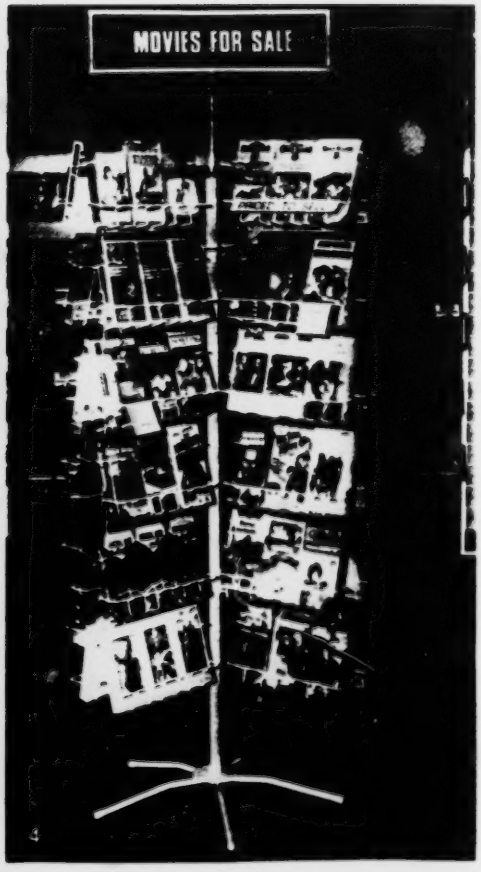
SPACIOUS 6" DEEP WELL.

#AS9090 MERCHANDISING IMPULSE TABLE. ~~$159.00~~ SALE PRICE $129.95

COMPLETE WITH #AS5397 SIGNHOLDER FRAME WITH ADJUSTABLE STEM; AND #AS5414 PREVIOUSLY VIEWED MOVIES SIGN, DOUBLE SIDED, LONG LASTING STYRENE PLASTIC.

ORDER GREY, RED, BLACK OR WHITE TABLE AND SIGNHOLDER FRAME.
ORDER GREY, RED, BLACK OR PLUM SIGN.

INDUSTRIAL STRENGTH BRAKE LOCKING CASTERS AND ADJUSTABLE HEIGHT BOTTOM SHELF.



VIDEO CASSETTE & GAMES SPINNER

REQUIRES ONLY 30" x 30" OF FLOOR SPACE.

74" HIGH TO TOP OF SIGNHOLDER.

144 FACINGS, CAPACITY 144.

FINGERTIP-EASE BALL BEARING REVOLVING ACTION.

INCLUDES 5½" x 22" SIGNHOLDER FRAME AND 8" STEM.

ORDER 5½" x 22" PLASTIC SIGNS FROM OVER 400 AVAILABLE!

#AS5790-P SPINNER WITH 48 SHELVES. ~~$169.95~~ SALE PRICE $139.95

ORDER BLACK OR WHITE COLOR.

ALSO ACCEPTS DISNEY OR ADULT BOXES, OR GAMES TAPES: 96 FACINGS, 96 CAPACITY.

ALL ANNIVERSARY SALE SHELVES ACCEPTS 'S SILENT SALESMEN SHELF TALKERS!

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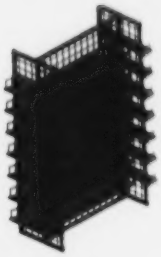


"H" SHAPED MERCHANDISER

84" HIGH x 24" WIDE x 48" LONG.

224 FACINGS, 1120 CAPACITY.

SEVEN TIERS OF SHELVES ON EACH SIDE

#AS5784-P "H" SHAPED MERCHANDISER. ~~$338.50~~
SALE PRICE $279.95

COMPLETE WITH 14 48" SHELVES AND 14 24" SHELVES.

ORDER GREY, RED, BLACK OR WHITE "H" MERCHANDISER.
ORDER GREY, RED, BLACK, WHITE OR PLUM SHELVES.
SHELF COLORS DO NOT HAVE TO MATCH COLOR OF "H" MERCHANDISER.

#AS5203 **SIGNHOLDER FRAME WITH FELT LINED CLAMP.**
ORDER 5½" x 22" PLASTIC SIGNS FROM OVER 400 AVAILABLE!
~~$ 6.80~~
SALE PRICE $ 3.95

ORDER GREY, RED, BLACK, WHITE OR PLUM COLOR.

ADJUSTABLE LEVELERS COMPENSATE FOR UNEVEN FLOORS.

24" SQUARE MERCHANDISING TOWER

84" HIGH x 24" WIDE x 24" LONG.

140 FACINGS, 700 CAPACITY.

SEVEN TIERS OF SHELVES ON EACH SIDE

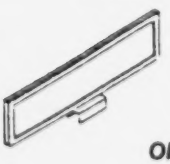
GOES GREAT AROUND COLUMNS!

#AS5785-P SQUARE MERCHANDISING TOWER. ~~$347.00~~
SALE PRICE $279.95

COMPLETE WITH 28 24" SHELVES.

ORDER GREY, RED, BLACK OR WHITE TOWERS.
ORDER GREY, RED, BLACK, WHITE OR PLUM SHELVES.
SHELF COLORS DO NOT HAVE TO MATCH COLOR OF TOWER.

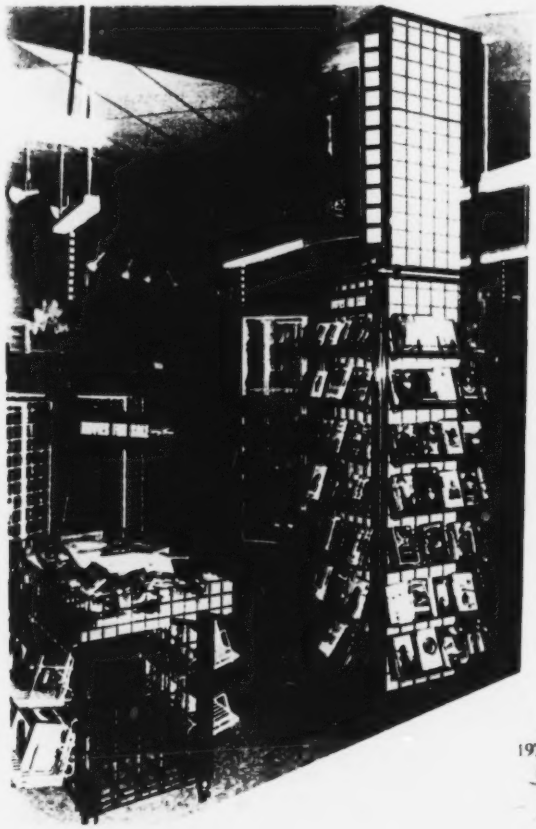
#AS5203 **SIGNHOLDER FRAME WITH FELT LINED CLAMP.**
ORDER 5½" x 22" PLASTIC SIGNS FROM OVER 400 AVAILABLE!
~~$ 6.80~~
SALE PRICE $ 3.95



ORDER GREY, RED, BLACK, WHITE OR PLUM COLOR.

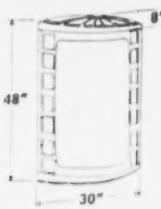
ADJUSTABLE LEVELERS COMPENSATE FOR UNEVEN FLOORS.

ILLUMINATED THEATRE MARQUEE POSTER HOLDER



15 YEARS 1977 dj 1992 LEADERSHIP

CURVED FRONT MAKES POSTERS JUMP OUT TO GRAB ATTENTION!



#AS5581 ILLUMINATED THEATRE MARQUEE POSTER HOLDER ~~$159.00~~

INCLUDES FLUORESCENT TUBE; NON-GLARE FRONT PANEL; BLACK & WHITE AND COLOR FILM STRIPS; HANGERS FOR SOLID WALL, GRIDWALL PANEL, CEILING, SLATWALL; HANGING INSTRUCTIONS.

SALE PRICE $129.95

#AS5651 "NOW PLAYING" STRIPS ~~$10.00~~ set

SET INCLUDES TWO STRIPS, WHICH INSERT EASILY INTO THEATRE MARQUEE.

SALE PRICE $6.95

#AS5652 "COMING SOON" STRIPS ~~$10.00~~ set

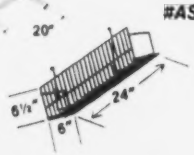
SET INCLUDES TWO STRIPS, WHICH INSERT EASILY INTO THEATRE MARQUEE.

SALE PRICE $6.95

#AS5584 LEG SET ~~$20.00~~

FOR FREE-STANDING USE WITH ONE THEATRE MARQUEE, OR TWO THEATRE MARQUEES BACK-TO-BACK. ACCEPTS dj SHELVES SHOWN BELOW FOR DISPLAY OF VIDEOS.
BLACK HARD COAT EPOXY.
TOP OF FREE-STANDING THEATRE MARQUEE IS 76" HIGH LOCATING TYPICAL POSTER IMAGE AT AVERAGE EYE LEVEL

SALE PRICE $15.95



#AS3718-24 SHELF FOR THEATRE MARQUEE ~~$5.60~~

DISPLAYS UP TO 25 VIDEOS. ORDER GREY, RED, BLACK, WHITE OR PLUM HARD COAT EPOXY COLOR.

SALE PRICE $4.50

BACK LIGHTING MAKES POSTER COME ALIVE

NO TRANSPARENCIES REQUIRED

SHIPS UPS

COMES COMPLETE WITH FULL SIZE LONG LASTING FLUORESCENT TUBE LOW ENERGY REQUIREMENTS

dj SPECIAL NON-GLARE FRONT PANEL

SAFETY 3 PRONG, GROUNDED PLUG 8' LONG CORD

ALL ELECTRICAL COMPONENTS ARE U L APPROVED

ACCEPTS ALL POSTERS, EVEN 27" x 41" SIZE

FAST, EASY FRONT LOAD POSTER INSERTION REQUIRES NO TOOLS!

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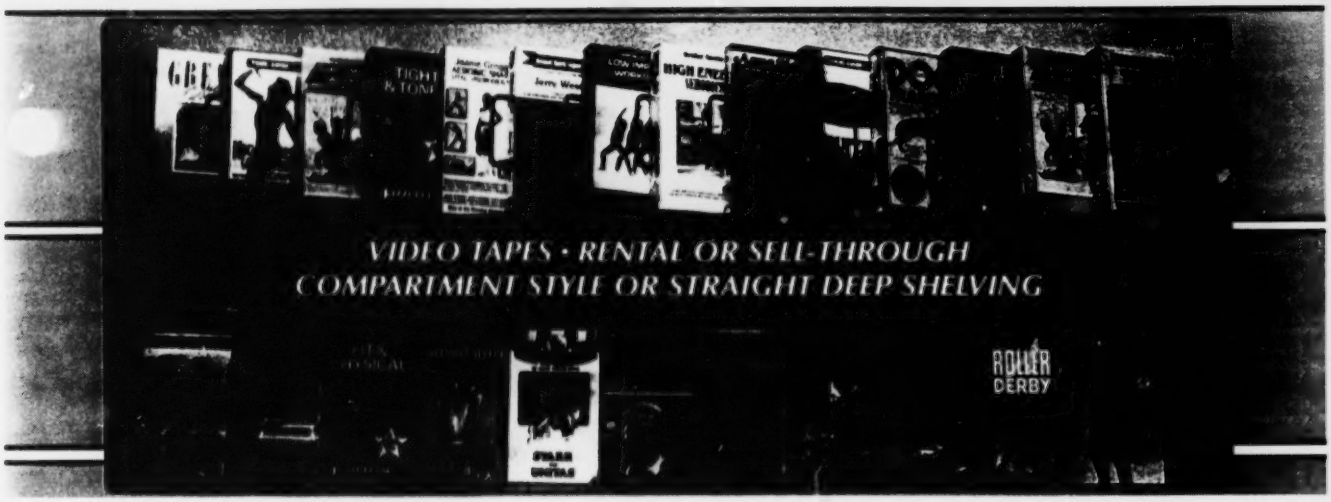
ORDER DESK 1-800-433-3543

VIDEO SHELVES FOR SLATWALL OR PEGBOARD



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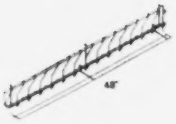

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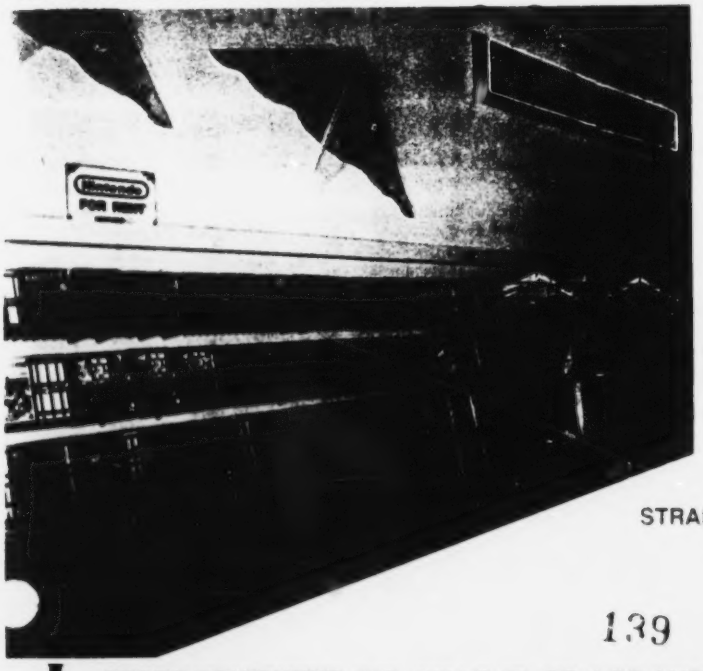

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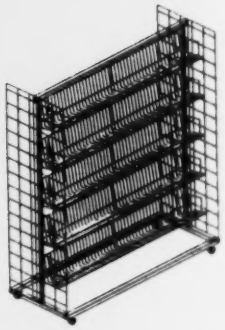

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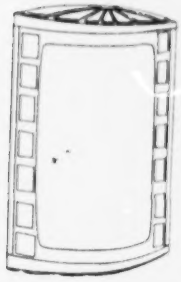

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